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ABSTRACT

This publication is the second state-mandated annual report card for Alaska's public school districts, covering the 1992-93 school year. Included are a state summary of all 54 school districts' report cards, individual summaries of school district report cards, a state-operated schools summary, and a state summary of the 1993-94 education plans. Each district is making progress toward its 1992-93 goals by revising specific curricula, developing student outcomes to improve achievement, and keeping the public informed to improve community relations. A goal to improve student performance appeared in 28 districts' 1993-94 plans; 31 districts reported receiving recognition for state and national academic achievement for individual students and student teams. Over 85 percent of districts include environmental education concepts in classroom instruction. During 1992-93, the statewide dropout rate was 3.7 percent; the average daily membership increased 3.1 percent statewide; the statewide attendance rate was 93.1 percent; and the promotion rate for grades 2 through 6 was 99 percent. More Alaska students score in the top than the bottom quarter on the Iowa Tests of Basic Skills. Appendices contain information on staff salaries, teacher-pupil ratios, operating expenditures, per pupil expenditures, testing programs, and superintendents' names and addresses. A glossary of terms is included. (MLH)

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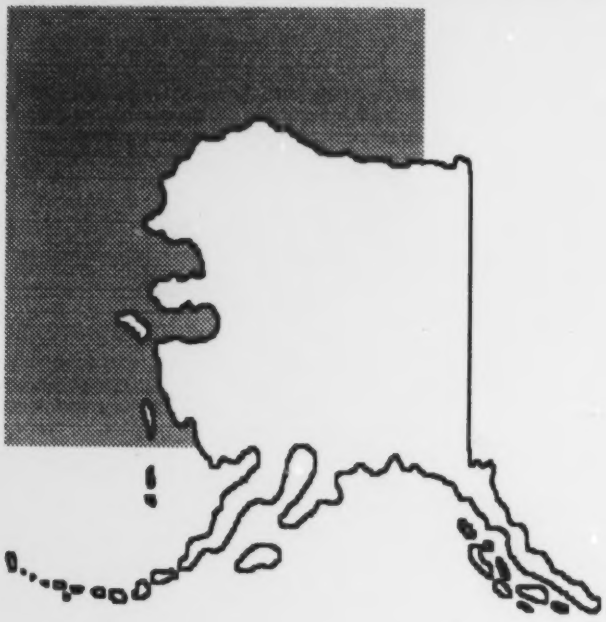

Summary of Alaska's Public School Districts'

Report Cards to the Public

School Year 1992-93

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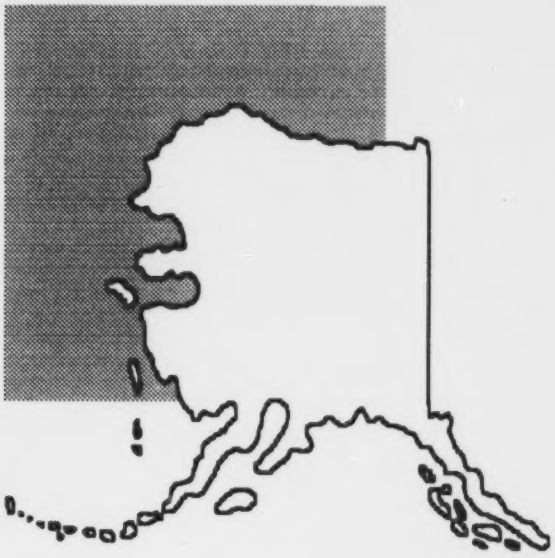

Summary of Alaska's Public School Districts'

Report Cards to the Public

School Year 1992-93

Compiled by Dorothy Mae Knight

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February 1994

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A Message From the Commissioner of The Department of Education

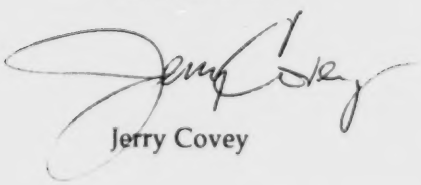
The Summary of Alaska's Public School Districts' Report Cards to the Public represents the second edition of this publication. The type of information contained in this publication includes district educational goals, progress toward those goals, and indicators of success. This annual summary is intended to add to the statewide knowledge base and understanding of education in Alaska.

I believe that state policy leaders will be able to use this information as an important tool to help set future policies leading to school improvement. It will be useful to local school boards as they direct new programs and approaches. But most of all this book is for community members. For it is the community that owns the public schools. The more information available to the public, the more power it has to set the goals of the school and to hold the school accountable for meeting them.

Each of us—state and local policy leaders, community members and educators—must assume the appropriate responsibilities to promote meaningful change in the public education system.

The common thread running through this report and the recommendations of the Alaska 2000 Education Initiatives is that each has fundamental aims to make our schools better, to improve student achievement and empower the owners of the public schools.

I pledge to support these aims as I continue my work as commissioner.



Jerry Covey

Executive Summary

Alaska Statute 14.03.120 mandates that school districts file annually "...a report that establishes district goals and priorities for improving education in the district" and "provide to the state board, and make available to the public, a report on the performance of each public school and public school students in the district," and "the department shall summarize the reports..." This is the second year of the annual report entitled *Summary of Alaska's School Districts' Report Card to the Public.* The state report includes a summary of all 54 school districts', Mt. Edgecumbe and Alyeska Central Schools' *1993-94 Education Plans* and summaries of the individual district's *School District Report Card to the Public.*

The report meets the requirements of AS 14.03.120 and additionally incorporates much of the annual information reported in four previously published documents: *Basic Skills Performance of Alaska's Students, Summary of Alaska's School Districts' Education Plans, Profiles of Alaska's Public School Districts,* and the *Alaska Statewide Dropout Report.*

Major highlights of this second year report are:

- Each district reported making progress toward their 1992-93 education goals by revising specific curriculums, developing student outcomes to improve student achievement, and keeping the public informed to improve community relations.
- Twenty-eight districts included a goal to improve student performance in their *1993-94 Education Plans.*
- Thirty-one school districts reported they received recognition for state and national academic achievement for individual students and student teams.
- Over 85% of the districts include environmental education concepts in classroom instruction.
- During the 1992-93 school year, the statewide dropout rate was 3.7%. Nine districts had no dropouts.
- The comments of students, parents, and community members that were reported by the districts indicate that they like the teachers, and indicated a wish for more emphasis on preparation for the future.
- Over half the districts report that they are communicating regularly with parents through newsletters and telephone calls.
- During the 1992-93 school year the student average daily membership increased 3.1% statewide. Thirty-eight districts reported an increase in average daily membership.
- During the 1992-93 school year the median district's transiency rate was 15.8% but, there was a wide disparity with a high of 73.5% and a low of 0.
- During the 1992-93 school year the statewide attendance rate was 93.1%. Four districts had attendance rates between 95%-100%.
- Fifteen districts reported a 100% promotion rate for grades one through eight. Statewide promotion rates in grades two, three, four, five, and six, were over 99%.
- This year's statewide student testing results continue to show that more Alaskan students score in the top quarter than in the bottom quarter on the Iowa Tests of Basic Skills.

Acknowledgements

The Alaska State Department of Education greatly appreciates the cooperation and support of each of Alaska's 54 school districts, Mt. Edgecumbe High School, and Alyeska Central School who assisted in the implementation of this legislation. A directory of school district superintendents appears in Appendix F of this report.

This report could not have been produced without the efforts of **Ginger Patton**, Department of Education staff.

Table of Contents

Message From the Commissioner of the Department of Education

Executive Summary i
Acknowledgments ii
Table of Contents 1
Introduction 2
Report Format 4

State Summary of School District Report Cards 6
- Statewide Profile 6
- Progress Toward Goals 8
- Comments on School Performance 11
- Parent Involvement 12
- Other Indicators of School Performance 13
- Environmental Education 14
- Student Statistical Rates 15
- -Annual Change in Enrollment 15
- -Transiency Rate 15
- -Attendance Rate 16
- -Dropout 16
- -Graduation Rate 20
- -Percent of Students Promoted to the Next Grade 20
- Statewide Testing Program 21
- Student Questionnaire Results 23
- Statewide Test Results for Special Populations 24

Individual School District Summaries of School District Report Cards to the Public
- Adak Region Schools 28
- Alaska Gateway Schools 30
- Aleutian Region Schools 32
- Aleutians East Borough Schools 34
- Anchorage Schools 36
- Annette Islands Schools 38
- Bering Strait Schools 40
- Bristol Bay Borough Schools 42
- Chatham Schools 44
- Chugach Schools 46
- Copper River Schools 48
- Cordova City Schools 50
- Craig City Schools 52
- Delta/Greely Schools 54
- Denali Borough Schools 56
- Dillingham City Schools 58
- Fairbanks North Star Borough Schools 60
- Galena City Schools 62
- Haines Borough Schools 64
- Hoonah City Schools 66
- Hydaburg City Schools 68
- Iditarod Area Schools 70
- Juneau City Schools 72
- Kake City Schools 74
- Kashunamiut Schools 76
- Kenai Peninsula Borough Schools 78
- Ketchikan Gateway Borough Schools 80
- Klawock City Schools 82
- Kodiak Island Borough Schools 84
- Kuspuk Schools 86
- Lake and Peninsula Borough Schools 88
- Lower Kuskokwim Schools 90
- Lower Yukon Schools 92
- Matanuska-Susitna Borough Schools 94
- Nenana City Schools 96
- Nome City Schools 98
- North Slope Borough Schools 100
- Northwest Arctic Borough Schools 102
- Pelican City Schools 104
- Petersburg City Schools 106
- Pribilof Schools 108
- Saint Mary's Schools 110
- Sitka Borough Schools 112
- Skagway City Schools 114
- Southeast Island Schools 116
- Southwest Region Schools 118
- Tanana City Schools 120
- Unalaska City Schools 122
- Valdez City Schools 124
- Wrangell City Schools 126
- Yakutat City Schools 128
- Yukon Flats Schools 130
- Yukon/Koyukuk Schools 132
- Yupiit Schools 134

State Operated Schools Summary
- Alyeska Central School 136
- Mt. Edgecumbe High School 138

State Summary of the 1993-94 Education Plans 141
- Goals 142
- Plan for Achieving Goals 143
- Measurement Tools 144
- Participation 145

Appendices 146

A. Staff FTE, Salaries and Pupil:Teacher Ratio 146
B. Operating Revenues and Area Cost Differential 148
C. Operating Expenditures 150
D. Dollars Per Student 152
E. Statewide Testing Program 154
F. Superintendent's List 156

Glossary of Terms 157

Introduction

The Sixteenth Alaska Legislature formed the Joint Committee on School Performance to identify priorities for school improvement. Through a series of public hearings and discussions with various education groups, the Committee formulated recommendations that focused on the performance of students. The recommendations from the Joint Committee were acted upon by the Sixteenth Alaska Legislature through the enactment of Chapter 173. The legislation amended AS 14.03 with the addition of Sec 14.03.120, effective July 1, 1990.

To implement this new law a three phase developmental strategy was used. During the first phase, the Department of Education collected information concerning the local practices of school districts in education planning and reporting. A voluntary partnership between the districts and the Department was formed to develop a handbook for implementation of the report card legislation. Working with the Joint District/Department Partnership, the Alaska Coalition for Education, Alaska Congress of Parents and Teachers, and other groups interested in improving student performance, key terms in the law were clarified and a model format for reporting was developed.

The second phase focused on districts working with their communities to develop their 1991-92 education plan. During the 1991-92 school year, for the first time, districts collected the data for their *School District Report Cards to the Public*. The districts shared the *Education Plans* with their public and submitted a copy to the Department of Education. The plans were summarized in the *Summary of Alaska's Public School Districts' Education Plans*, April 1992.

During the third and final phase, districts conducted school-level public meetings to share the school's performance, distributed their *School District Report Card to the Public*, developed an education plan for 1992-93, and submitted their reports to the Department of Education. The developmental cycle has been completed.

School districts now annually conduct school-level meetings, collect and distribute report card information, and develop an education plan and make this information available to the Department and the public.

Alaska is proud to be in the forefront of providing this wealth of information to decision-makers. The reader should notice that this document is intended as a summary report and does not necessarily reflect the depth or breadth of all the ongoing activities that a district is implementing to improve student performance. The summaries of the *School District's Report Card to the Public* should not be used in isolation, but rather in conjunction with other information that school districts collect in order to make sound education decisions. It does, however, provide a summary of what each district considers to be most important.

Public education in Alaska relies heavily on active participation from the local communities in the education process. Schools reflect the values, culture, and influence of the local community. This has been further legitimized through AS 14.03.120 by the mandate for districts to encourage participation from the community in the development of their annual education plan. This was done by collecting comments from students, parents, and community members on the school's performance, reporting about parent involvement, and each school conducting a public meeting to discuss the school's performance. Each district's report card and education plan is unique, but there are common themes. These elements are discussed in the State Summary section of this report.

This report *Summary of Alaska's Public School Districts' Report Cards to the Public* is the second annual report published by the Department of Education that takes a comprehensive look at the school district's performance as pursuant to AS 14.03.120(f). It summarizes the districts' progress toward their 1992-93 education goals, summarizes comments on schools' performance, parent involvement, other indicators of school performance selected by the individual districts, and environmental education curriculum. It also reports the districts' annual change in average daily membership, transciency rates, attendance rates, dropout rates and percent of students promoted to the next grade from first through eighth. Standardized test results are reported as required in 4 AAC 06.720(2). The report includes a statewide summary of the school districts' education plans for 1993-94, including district goals for improving education, plans for achieving district goals, means of measuring achievement of goals, and the means by which students, parents, teachers, and other members of the communities participate.

All fifty-four school districts, Mt. Edgecumbe, and Alyeska Central School have made available to the public and submitted to the Department of Education their *School District Report Card to the Public* and *1993-94 Education Plans*. While including the specific elements required of all, these reports varied greatly in size, format, and scope. To consolidate the information for the reader and make the information more consistent, the Department summarized the comprehensive school district report cards to fit a two page format for each school district. To insure that the summaries reflected the most important components of each district's report, superintendents were given an opportunity to review a draft copy of their district's two page summary and to request modifications. Persons wishing to know more about the performance of an individual school district or a copy of the district's comprehensive *School District Report Card to the Public* or *Education Plan* should contact that district directly. A listing of superintendents for each school district appears in Appendix F.

What the report card means...

Map of Alaska

Located on the map of Alaska, will be a shaded area depicting the location of the school district. Also, the governance type will be designated. School districts have been established in one of three types of governance. These three classifications are:

Borough - City and Borough
REAA - Regional Education Attendance Area
State Operated

District Characteristics

Background information on each school district. Information is gathered from both state and federal sources. Characteristics include: **Student Enrollment, High School Graduates, Square Miles, Funding Communities, Schools, Population, Median, Family Income, Per Capita Income, Percent Unemployment, and Percent Adults with High School Diploma**

Superintendent's Highlights

A brief statement by the superintendent about the district.

Student Population

Ethnicity

Student ethnicity is extracted from the annual Student Ethnicity and Enrollment Report prepared by individual districts.

Student Characteristics

Data reported on students based on number who meet criteria for these classifications: Gifted/Talented, Special Education, Chapter I, Migrant, Bilingual/Bicultural, and Below Poverty Level. See specific classification description for criteria located in the glossary.

District Progress Toward Goals

First column - 1992-93 district goals reported in the Education Plan.
Second column - Activities leading to achievement of the goals.

Comments on School's Performance

Summary of comments in narrative or survey form collected from students, parents and community members on the school's performance.

Parent Involvement

Narrative or survey summary of ways the district encouraged meaningful parent involvement.

Other Indicators of School Performance

Variables and data elements reported by districts to show performance. Examples may include: student assessment, school information, awards, student information, and school/district sponsored programs.

Environmental Education

A summary and evaluation of the district's environmental education curriculum.

Student Statistical Rates

Annual Change in Enrollment

Percent change in district membership from October 1 of one year to October 1 the following year.

Transiency Rate

Percent of students transferring into and out of the district.

Attendance Rate

Percent of students who attend school each day.

Dropout Rate

The number and percent of public school dropouts from the district for grades 7-12.

Graduation Rate

This figure will be reported beginning in 1995. It is the percentage of ninth graders graduating four years later.

Percent of Students Promoted to the Next Grade

Percent of students advanced to the next grade at the end of the school year, reported for grades 1-8.

Standardized Test Results

The results of the statewide testing program for the past four years.

Top quarter - percent of students scoring above the 75th national percentile.

Bottom quarter - percent of students scoring below the 25th national percentile.

Total students tested - percent of students each year that take the Iowa Test of Basic Skills.

Students absent - number and percent of students who are absent and do not take the Iowa Test of Basic Skills.

Students excluded from testing - number and percent of students each year that are excluded from taking the Iowa Test of Basic Skills for special education and bilingual reasons.

Special education students tested - number and percent of students that take the Iowa Test of Basic Skills that are identified as special education students by the district.

Bilingual/bicultural students tested - number and percent of students that take the Iowa Test of Basic Skills that are identified bilingual/bicultural by the district.

State Summary of School District Report Cards to the Public

Overview

AS 14.03.120(e) requires school districts to report on the performance of each public school and public school students in the district. The law requires that each report be entitled *School District Report Card to the Public* and be prepared on a form prescribed by the department. All fifty-four school districts, Mt. Edgecumbe, and Alyeska Central School made available to the public and submitted to the Department of Education a *School District Report Card to the Public* for each public school and the district as prescribed by the Department. Each public school was required to share their report during a public meeting conducted prior to November 1, 1993. Each district was required to distribute their *School District Report Card to the Public* prior to November 30, 1993. The law directs the Department to prepare a summary comparison of the school districts' reports.

During the 1992-93 school year fourteen of Alaska's school districts had an enrollment of ten or less students at a given grade level. As the reader reviews the summary pages of individual districts, he or she needs to remember the impact these low student numbers have on the percentage rates. A district may promote all but one student in fourth grade for a promotion rate of 90% in a grade with ten students, whereas, the promotion rate would be 95% in a grade with twenty students and 99% in a grade with hundred. Similarly, if three students are tested in grade 4 reading, a switch of one student in and out of the top quarter would result in a 33% swing in percentages.

The state level information that follows is a summary of the data collected for each district's profile category.

Table 1 shows a summary of statewide characterics. Specific definitions for the twelve characteristics are listed in the Glossary.

Table 1
Statewide Characteristics

Statewide Characteristics	
Number of Public School Districts	54
Number of State Operated Schools	2
Student Enrollment	119,201
High School Graduates	5,563
Square Miles	676,112
Funding Communities	275
Schools	467
Population	586,809
Median Family Income	46,581
Per Capita Income	22,419
% Unemployment	8.5
% Adults with H.S. Diploma	86.6

The Alaska statewide student population is described in terms of ethnicity and other student characteristics. The ethnicity information is collected annually from each district's Student Enrollment and Ethnicity Report. The Student Characteristics information is collected from several sources such as the annual Foundation Report, the Federal Chapter I Evaluation and the Migrant Student Record Transfer System Report. Please refer to Figures 1 and 2 respectively.

Figure 1
Ethnicity of Alaska's Students

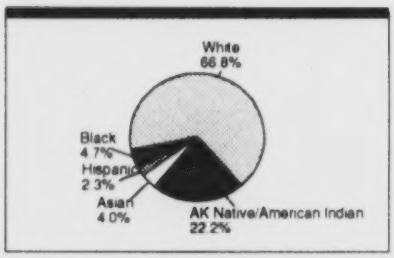
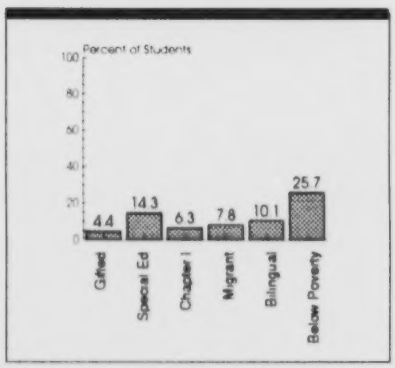


Figure 2
Other Student Characteristics



Gifted students include those who have been identified as having exceptional skills and who are currently served in supplemental programs. **Special Education** students are those identified and diagnosed as individuals requiring additional services and who are being served in a special education environment. **Chapter I** students are those individuals identified as underachievers who attend schools in economically depressed areas. **Migrant** education students are those whose education has been interrupted due to transiency. **Bilingual** students are those who speak or whose use of English has been affected by the structure of another language. **Below Poverty** students are those who participated in the federal Free and Reduced Lunch Program. This information is reported to the Department each November. In the instances where districts do not participate in this program, estimates are made based on information obtained from the Department of Education Chapter I records.

Statewide summary of Staff FTE, Salaries and Pupil:Teacher Ratio are displayed in Table 2. Individual district data are listed in Appendix A.

Table 2
Staff FTE, Salaries and Pupil:Teacher Ratio

Staff Type	# of Staff by Type	Average Salary
Classroom Teachers	7,197.7	$46,019
All Teachers	7,283.8	$46,032
Instructional Aides	1,774.5	*
Building Administrators	427.3	$67,516
Central Office Staff	168.3	$74,835
Specialists	919.2	$49,724
Pupil:Teacher Ratio[1]	16.4:1	

* Salary Information not collected for this classification.
1 Pupil:Teacher Ratio is calculated by dividing the average daily membership as reported on the foundation report by the FTE of all teachers.

State Summary of School District Report Cards to the Public

Statewide summary totals for operating revenues and operating expenditures for the fifty-four school districts, Mt. Edgecumbe and Alyeska Central School are reported in Table 3. Individual district financial information is located in Appendices B and C. Statewide summary of dollars per student in revenue sources and expenditure categories are also reported in Table 3. Individual district data are listed in Appendix D.

Table 3
Operating Revenues and Expenditures

Operating Revenues

	Dollars	%Total	Per ADM
Foundation	$576,592,835	63.7	$4,837
Local Sources	$206,164,174	22.8	$1,767
P.L.874	$104,125,609	11.5	$891
Other (State)	$17,782,519	2.0	$149
Other (Federal	$997,518	.1	$9
Total Revenues	**$905,662,655**		**$7,598**

Operating Expenditures

	Dollars	%Total	Per ADM
Instruction*	$517,724,951	60.0	***
Pupil Support*	$45,688,420	5.3	***
Administration*	$121,222,727	14.1	***
Operation and Maintenance*	$144,647,063	16.8	***
Other*	$33,583,869	3.9	***
Total Expenditures**	**$870,507,189**		**$7,303**

* Does not include expenditures for Mt. Edgecumbe High School and Alyeska Central School.
** Includes Mt. Edgecumbe High School and Alyeska Central School.
*** Data not available.

The state level information that follows is a summary of the aggregated district level reports.

District Progress Toward Goals

Pursuant with AS 14.03.120(a), school districts worked with their local communities to develop an education plan for the 1992-93 school year. The 1992-93 goals were summarized in the *Summary of Alaska's Public School Districts' Report Cards to the Public* which was published in February, 1993. The goals reflected each district's priorities and needs with many being multi-year goals. AS 14.03.120(f) requires school districts to report the progress they have made toward their reported 1992-93 district goals for improving education. Progress has been made in gradual steps toward most of the goals with some goals being successfully attained.

Even though Alaska represents a diverse population with diverse demographics, similar strategies and measurements were employed to reach similar goals for improving education. During the 1992-93 school year, most school districts focused on at least one of the following nine goal areas. The number of districts indicating their intent to work in each goal area appears in parentheses. The progress reported by each district varied as did the strategies and measurements.

Improving Student Achievement and Performance (37 districts)
Districts made progress toward improving student achievement and performance by:

- raising expectations for student achievement to maximize student potential.
- developing graduation outcomes and revising graduation requirements.
- developing student outcomes in language arts, technology, and science.
- implementing programs that require instruction to be delivered at the individual student's level.
- expanding course offerings at the secondary level through distance delivery courses and universities.
- providing staff development opportunities in the areas of Outcome and Competency-based Education, Leadership Training, and cultural diversity.
- informing parents of specific student outcomes.
- implementing alternative secondary programs for at-risk students.
- establishing study halls and tutoring programs.

Revising Curriculums (28 districts)
Districts made progress toward revising their curriculums by:

- completing the curriculum revisions for mathematics, science, language arts, technology, early childhood, vocational education, health, and social studies.
- developing student outcomes.
- piloting and adopting new materials.
- incorporating technology.
- developing and aligning new assessment programs.
- examining new instructional strategies.
- including the community in the curriculum renewal process.

Strengthen Parent and Community Involvement (24 districts)
Districts worked through their schools to make progress toward strengthening parent and community involvement by:

- providing opportunities for parents to participate as volunteers in the classroom, help with extra-curricular activities, review curriculum, and participate in staff inservice programs.
- requiring a parent involvement component in the early childhood programs.
- supporting PTA's and PTO's.
- conducting and scheduling public meetings to inform parents and the community of current school programs and to provide a forum for opinions to be expressed.
- encouraging teachers and administrators to call parents regularly and send home written communications.
- scheduling regular parent/teacher conference meetings throughout the year.

Social Issues that Encourage Healthy Lifestyles (24 districts)
Districts made progress toward encouraging a healthy lifestyle by:

- incorporating cultural diversity components into curriculum
- increasing the availability of counseling services for students.
- adopting a healthy life-skills curriculum.
- displaying student work in an effort to improve student self-esteem.
- encouraging students to participate in decision-making roles and in an advisory capacity on school and district level committees.

Implement Staff Development Program (21 districts)
Districts made progress toward implementing staff development programs by:

- providing teachers, administrators, instructional aides, and school board members an opportunity to participate in a variety of inservice opportunities.
- providing district and school level training in specific topics that support the district's goals.
- supporting staff members attendance at statewide conferences.
- developing an orientation program for new staff members.

Increase and Improve Public Relations (16 districts)

Districts made progress toward improving public relations by:

- utilizing information gathered from surveys and questionnaires to make informed decisions.
- utilizing cable television channels and local newspapers to keep the public informed of school-related issues.
- offering the public an opportunity to attend school activities including open houses, sports events, displays of student work, and student performances.
- coordinating resources and services with community agencies and organizations.
- distributing newsletters and other types of written communication to the community.

Preparing Graduates for the Future (15 districts)

Districts made progress toward preparing graduates for the future by:

- increasing vocational education offerings, academic four-year program offerings and on-the-job training.
- taking steps toward developing competency skills tests as a graduation requirement.
- increasing opportunities for students to receive academic counseling.
- expanding academic extracurricular activities.
- increasing the number of students attending post-secondary institutions.
- using the results of graduate surveys to improve the secondary program.

Future Role of Technology (12 districts)

Districts made progress toward establishing the role of technology by:

- increasing the use of technology as a teaching tool.
- developing plans to acquire appropriate equipment and software.
- creating technology committees to develop student outcomes, curriculum, and implementation plans.
- providing training opportunities for staff members.
- increasing computer use and access for students.
- implementing the STAR schools distance delivery program.
- establishing computer laboratories with new technology such as CD-roms and laser disk players.
- establishing electronic mail systems among the schools in the district.
- integrating computer training with other disciplines such as Language Arts.

Strengthening Cultural Curriculum Component (7 districts)

Districts worked with schools to make progress toward strengthening cultural curriculum components by:

- offering increased opportunities for students to participate in cultural events such as dance, theatre, and olympics.
- offering courses for staff and students in cultural diversity.

Comments on School Performance
Students, Parents and Community Members

AS 14.03.120(e)(3) requires school districts to include comments from students, parents, and community members on the school's performance. Comments from students and parents were collected at the school level and summarized for the district report. Comments from the community were collected and summarized at the district level. Each district collected and reported comments on school performance.

The instruments and methodologies used to collect the comments varied among the districts. To assure some consistency across the State, districts were asked to submit, at a minimum, the top three comments from the public. Each district used an instrument and method that provided information that met their specific needs. Five districts used commercially produced surveys or surveys that were specifically developed for the individual districts. Forty-seven districts submitted the top three comments and two submitted narrative reports. Two districts did not report on comments. The collection methods used by districts included: sending surveys to all the box holders in the district, conducting random samplings, having a person go into each home and conduct an interview, collection of comments during regularly scheduled meetings or other community events, and providing inserts in the local newspaper.

Each district submitted a summary of the comments they collected to the Department.

Some common themes were prevalent even with the diversity of the instruments, the methods of collection, and the desired outcomes. The number of districts reporting in each area appears in parentheses.

Student Comments

The information reported by districts indicated that students commented on:

- their teachers. They commented on receiving personal attention from teachers and support staff. (22 districts)
- the programs offered in their schools. They would like a wider, more diverse selection of programs with emphasis on planning for the future, i.e., job skills, counseling. (14 districts)
- their feelings about their school. They feel they fit in and are proud of their school. (8 districts)

Parent Comments

The information reported by districts indicated that parents commented on:

- the teachers. They think that the teachers are concerned about the children as individuals. (16 districts)
- community/school-relationship. They think communication with schools is good, they feel involved and they feel their voices are heard. (13 districts)
- good programs and a variety of extracurricular activities for students. (9 districts)

Community Member Comments

The information reported by districts indicated that community members commented on:

- skills for the future. They feel more emphasis is needed to prepare students to be life-long learners and responsible citizens. (13 districts)
- community-school relationships. They think the district listens to community members comments and concerns. (11 districts)
- programs for students. They think the school offers variety in programs. (11 districts)

Parent Involvement

AS 14.03.120(e)(6) requires school districts to report on meaningful parent involvement in the schools. Each school district superintendent had the option of writing a narrative report or requesting that the school principal complete a *Model Parent Involvement Questionnaire*. Individual school reports were then summarized at the district level.

In the process of reviewing meaningful parent involvement, districts looked at the issue from the point of view of the school providing a warm and inviting climate in which parents and community members are welcome. They considered activities that are meaningful to the volunteer and would contribute to improving student achievement. In addition, twenty-four districts have improving and increasing parent and community involvement as an education goal.

The *Model Parent Involvement Questionnaire* is based on five areas of parent involvement: communications between home and school, parents as supporters, parents as learners, parents as teachers, and parents as advisors, decision makers, and advocates. Twenty-six districts submitted summaries of surveys conducted at the school level. In addition, thirty districts wrote narrative reports or made lists of parent involvement activities.

The questionnaires, reports, and surveys have been summarized under the five areas of parent involvement used in the questionnaire. The information provides a glimpse of the wide variety of activities and opportunities that districts offer parents and community members. On the questiónnaire, responses to specific areas of parent involvement were *never, seldom, some* or *often*. The following areas are those most frequently cited as being done *some* or *often* on the questionnaire or included in the narrative reports. The number of districts responding is in parentheses.

Communications between Home and School
- newsletters (28 districts)
- telephone calls made by teachers to parents (24 districts)
- teacher generated letters (21 districts)
- needs survey (21 districts)

Parents as Supporters
- open house (28 districts)
- special school functions (28 districts)
- student performance (24 districts)
- attend award assemblies (22 districts)
- parent orientation (19 districts)

Parents as Learners
- parent-teacher conference(s) (33 districts)
- written material sent home on parenting tips (15 districts)

Parents as Teachers
- volunteer programs (28 districts)
- school-home learning activities (11 districts)
- informational workshops (11 districts)

Parents as Advisors, Decision Makers, and Advocates
- advisory parent group (35 districts)
- district committees (28 districts)
- organized parent group (15 districts)

Other Indicators of School Performance

AS 14.03.120(e)(8) provides an opportunity for each district to share their successes in the area of school performance by selecting student, school, and district performance indicators. Thirty-eight districts chose to submit additional indicators of performance.

The indicators submitted varied among districts, but there were similarities. For the State summary, the other indicators of school performance reported by each district have been organized into four broad areas. The number of districts reporting in each area appears in parentheses.

Student Performance (31 districts)

School districts reported:

- recognition for state and national academic achievement by individual students and student teams in: Academic Decathlon, National Merit Scholarship finalists and semi-finalists, State Spelling Bees, Close-Up Events, Presidential Academic Fitness Awards, Vocational Student Leadership Organization, and State Geography Bee.
- an increase in the number of students on honor roll.
- more frequent implementation of portfolio and writing assessment techniques to evaluate student performance.
- an increase in the number of graduates enrolled in post-secondary education programs.
- an increase in student scores on the Iowa Test of Basic Skills.

Program Implementation (10 districts)

Districts reported:

- implementation of distance delivery programs to extend learning opportunities.
- implementation of enrichment and remedial summer programs.
- implementation of Native and world language programs.

Program Support (10 districts)

Districts reported:

- requesting and being awarded supplementary funds and grants.
- an increase in the number of opportunities for students to participate in academic extracurricular programs.
- an increase in the number of opportunities for students to participate in Native dance and culture.

School and Community Relations (6 districts)

Districts reported:

- sponsorship of resource personnel to program sites.
- acknowledgment of positive relationships of schools with community.
- continued development of partnerships with businesses and other agencies.
- opportunities for students to participate in cultural events and activities continue to be available.

Staff and Program Recognition (5 districts)

Districts reported:

- state and national recognition for outstanding administrators.
- state recognition for outstanding education.
- selection as a demonstration site for program delivery.

Environmental Education

AS Sec 14.03.120(e)(7) requires school districts to submit a summary and evaluation of their environmental education curriculum. AS 14.30.380 states: *The board shall encourage each school board to initiate and conduct a program of environmental education for kindergarten through grade 12. The program should include, but is not limited to education regarding the need to balance resource development with environmental safeguards, the dependence of the state on resource development, and the opportunity for pollution prevention, waste reduction, and recycling. A school board may implement environmental education as part of regular classroom studies.*

Districts have the option of completing a Model Environmental Education form, reporting on a form developed by the individual district, or submitting a narrative summary and evaluation. Thirty-three districts reported their environmental education curriculum using a model environmental education form, 20 districts chose to report their environmental education involvement in a narrative format, and 2 districts used both a narrative format and the environmental education form to describe activity in the subject area. One district did not report on environmental education.

The reporting of environmental education involvement ranged from no separate environmental education curriculum to a comprehensive curriculum. The information reported is organized into four broad categories.

Courses provided with focus on environmental education or natural resources conservation (26 districts)
Districts reported:

- partnerships being developed with various agencies and organizations to develop and utilize curriculum resources to carry out environmental education goals.
- development of learner outcomes related to environmental education curriculum.

No separate environmental education curriculum but concepts integrated into core curriculum (23 districts)
Districts reported:

- curriculum is imbedded in the K-12 science and/or social studies curriculum.
- concepts are integrated through science and/or social studies curriculum.
- development of learner outcomes and curriculum specific to environmental education.

Board-adopted environmental education curriculum (4 districts)
Districts reported:

- summer curriculum objectives integrated and matched with State of Alaska Environmental Education Goals. Curriculum has been printed and distributed to schools.
- implementation of newly adopted curriculum set for 93-94 school year.
- curriculum focus is geared toward students grades 5-12.

Comprehensive environmental education curriculum (3 districts)
Districts reported:

- program concepts are integrated with biology, chemistry, physical science and marine science grades 9-12.
- newly designed science curriculum for grades 2-10 integrating environmental concepts.
- emphasis on hands-on experience in applying knowledge to real life situations.
- annual community projects.

Student Statistical Rates

Annual Change In Enrollment

AS 14.03.120(c)(5) requires school districts to report the annual change in enrollment. Each district's annual change in enrollment was computed by taking the change of membership from October 1, 1992, to October 1, 1993, and dividing by the October 1, 1992, membership. It is expressed as a percentage.

From October 1, 1992, to October 1, 1993, Alaska's public schools experienced an increase of 3.1% in the kindergarten through 12th grade enrollment. Thirty-eight districts experienced an increase in enrollment. Kashunamiut had no change in enrollment. The state operated school, Mt. Edgecumbe, experienced the greatest increase in enrollment with 26% . Aleutian Region and Galena had the greatest decreases in enrollment at 18% and 10% respectively. Table 4 shows the distribution of increases and decreases in enrollment.

Table 4
Annual Change In Enrollment

Annual Change in Enrollment

Type of Change	Number Districts	Percent Districts
increase of greater than 5%	14	25%
increase of 1-5%	24	43%
no change	1	2%
decrease of 1-5%	11	20%
decrease of greater than 5%	6	11%

Percent Of Enrollment Change Due To Student Transfers Into And Out Of The District (Transiency Rate)

AS 14.03.120(c)(4) requires school districts to report the change in enrollment due to transfers into and out of the district. The district's transiency rate measures the change in student population due to the transferring of students into and out of the district during the school year. In other words, the transiency rate is the percent of students who are not enrolled in a given district the entire school year. The transiency rate was computed by taking the number of students enrolled for 170 days or more and dividing by the total number of students enrolled for at least one day. The result was then subtracted from one and expressed as a percentage.

Higher percentages in the transiency rate reflect a mobile student population. A 25% transiency rate means that only 75% of the students attended for the complete school year in that district. The transiency rate plays a role in considering the long-term effect of a given program if a quarter of the students only attend for part of the year. Student performance indicators may also be effected by the transiency rate.

During the 1992-93 school year, Alaska's school districts experienced a median transiency rate of 15.8%*. Two districts, Iditarod and Alyeska Central experienced transiency rates greater than 50%. Fifteen districts had transiency rates less than 10% (Alaska Gateway, Aleutian Region, Annette Island, Cordova, Galena, Hoonah, Hydaburg, Kake, Kashunamiut, Lower Kuskokwim, Pelican, Pribilof, St. Mary's, Yukon/Koyukuk, and Yupiit). Table 5 shows the distribution of transiency rates among the districts.

Table 5
Transiency Rate

Transiency Rate

Type of Change	Number Districts	Percent Districts
less than 10%	15	27%
10% - 24%	33	59%
25% or greater	8	14%

* Given the variation in district size across the state, the median rate is reported to more accurately reflect the mobility.

State Summary of School District Report Cards to the Public

► Attendance Rate

AS 14.03.120(e)(5) requires school districts to report their attendance rate. The attendance rate was computed at the school and district level by taking the aggregate daily attendance during the regular school year and dividing by the aggregate daily membership. It is expressed as a percentage. Daily attendance at the elementary level is based on each half session. When a student is present for only part of the session, her/his attendance is counted according to the nearest half day of attendance. Attendance at the secondary level is based on the load (number of periods) of each student and the number of periods absent based on that load. The Alaska Department of Education's *Pupil Accounting Manual* states in 5 42 01: *A student may be counted present only when he or she is actually at school or is present at another place at a school-sponsored instructional program.* During the 1992-93 school year Alaska's school districts experienced an average daily attendance rate of 93.1%. Four districts reported an attendance rate of 95% or higher. (Adak, Aleutian Region, Alyeska Central, and Kuspuk) Eight districts reported an attendance rate below 90%. (Bering Strait, Chugach, Cordova, Hydaburg, Kashunamiut, Mt. Edgecumbe, North Slope, and Yukon Flats) Table 6 shows the distribution of attendance rates among the districts.

Table 6
Attendance Rate

► Attendance Rate

Rate	Number Districts	Percent Districts
95% - 100%	4	7%
90% - 94.9%	44	79%
less than 90%	8	14%

► Dropout Rate

4 AAC 06.160 requires the districts to report to the department and make available to the public information on the number and percent of dropouts from the previous year for grades 7-12. Percent of public school dropouts is calculated by dividing the number of dropouts by the number of students enrolled on October 1 of the previous school year. This is the third year that dropout data have been collected and published on a statewide basis in Alaska. This information was previously published in the *Alaska Statewide Dropout Report*. This is the first year dropout information is being incorporated into the *Summary of Alaska's Public School Districts' Report Cards to the Public.*

A "dropout" is an individual who was enrolled in the district at some time during the previous school year and was not enrolled at the beginning of the current school year, but does not include an individual who: graduated from high school or completed a state-or district-approved education program, as evidenced by receipt of formal recognition from school authorities; transferred to another public school district, private school, or state-or district-approved education program; is temporarily absent due to suspension; is absent due to illness or medical condition; or died.

Methodology/Data Characteristics

The dropout data presented in this summary was reported by Alaska's 54 school districts and the two state operated schools, Mt. Edgecumbe High School and Alyeska Central School (ACS). The districts and ACS reported dropouts in grades 7-12 over a 12 month period, for the 1992-93 school year. Mt. Edgecumbe High School reported the same information for grades 9 through 12. Each district and the two state operated schools reported information on the characteristics of the students who were dropouts and their reason(s) for leaving. If the reader is interested in additional information, it may be obtained by contacting the district. A district directory is provided in Appendix F.

Types of Dropout Rates

This report provides information on two types of dropout rates. They are event (or annual) rates and cohort rates.

Event rates measure the proportion of students who drop out in a single year without completing high school. Event rates are important because they reveal how many students are leaving school each year and how each year's rate compares with previous ones.

Cohort rates measure what happens to a single group, or cohort of students over a period of time. By following a single group of students, cohort rates provide insights into the dynamics and timing of dropping out and returning to school. These rates are higher than event dropout rates because they represent the cumulative impact of the annual leaving over a number of years.

The event rate answers the question, "What percentage of students dropped out this year?" Event rates calculated in this report answer that question by grade and ethnicity.

The cohort rate answers the question, "What happens to a single group (or cohort) of students over a period of time?" For example, "How many of this year's freshman class will drop out prior to graduation four years from now?" Because four years of dropout data is not available, the cohort rate presented in this report is a projected estimate. It is possible to estimate a cohort rate by using one year's dropout data. By calculating the event rate in school year 1992-93 for grades 9 through 12, a cohort rate can be developed for students in that year's 9th grade class that will not have graduated four years later (school year 1994-95). Actual cohort rates will be available statewide and for each district beginning in the fall of 1995.

Statewide Event Rates

Annual or event dropout rates for grades seven through twelve are shown in Table 7 and Figure 3. The statewide annual dropout rate for the 1992-93 school year in grades 7 through 12 was 3.7%, down from 4.4% in 1991-92 and 4.9% in 1990-91. In 1992-93, of the 49,029 students in grades 7-12, 1,802 were dropouts.

Twenty-five districts showed a decrease in their dropout rate from the previous year while twenty-five districts had a higher rate. Six districts showed no change.

During 1992-93, nine school districts had no dropouts (Aleutian Region, Bristol Bay, Galena, Hydaburg, Mt. Edgecumbe, Nome, Pelican, Skagway, and Yakutat) and eight school districts had only one dropout (Aleutians East, Cordova, Denali, Iditarod, Kashunamiut, Pribilof, St. Mary's, and Tanana). One school district had no dropouts between 1990-1993 (Aleutian Region).

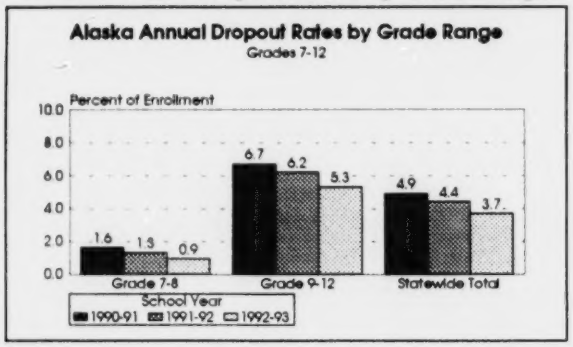
Five districts enroll approximately 72.6% of the students in grades 7-12 statewide. Of all dropouts, 70.6% were enrolled in these five districts (Anchorage, Fairbanks, Juneau, Kenai and Matanuska-Susitna).

Table 7
Alaska Annual Dropout Rates by Grade

Grade	Number of Dropouts			Annual Dropout Rate % [1]		
	1990-91	1991-92	1992-93	1990-91	1991-92	1992-93
Grade 7	111	89	76	1.3	1.0	0.8
Grade 8	158	129	90	2.0	1.5	1.0
Grades 7-8	**269**	**218**	**166**	**1.6**	**1.3**	**0.9**
Grade 9	423	334	372	5.2	4.0	4.0
Grade 10	463	480	400	6.3	6.3	5.1
Grade 11	593	456	400	8.9	6.7	5.7
Grade 12	451	553	464	7.0	8.4	6.9
Grades 9-12	**1,930**	**1,823**	**1,636**	**5.7**	**6.2**	**5.3**
Statewide Totals	**2,199**	**2,041**	**1,802**	**4.9**	**4.4**	**3.7**

Notes: 1. Percent represents the number of dropouts divided by the October 1, enrollment count by grade.

Figure 3
Alaska Annual Dropout Rates by Grade Range



Alaska Annual Dropout Rates by Ethnicity

Dropout rates by ethnicity for grades 7-12 are shown in Table 8 and Figure 4. In 1992-93, the highest percentage of dropouts occurred with Hispanic students at a rate of 7.0%. Alaska Native/American Indian students had the next highest dropout rate at 5.2%, followed by Black students at 4.3%. Asian students had the lowest rate 2.4%. It is important to note that although Hispanic students had the highest rate of dropping out they made up 4% of the number of dropouts and 2% of the number of students enrolled statewide in grades 7-12. Comparing this year's rates to last year, Hispanic students during the current year had a higher rate of dropping out while all other ethnic groups posted lower rates.

In general, ethnic enrollment by district is concentrated in Alaska's five largest districts (Anchorage, Fairbanks, Juneau, Kenai, and Mat-Su). These districts enroll 82.7% of the White students in grades 7-12, 95.7% of the Black students, 85.9% of the Hispanic students, 78.6% of the Asian students and 32.2% of the Alaska Native/American Indian students. Correspondingly, they have 80.3% of the

Table 8
Alaska Annual Dropout Rates by Ethnicity

Ethnicity	Districts with 3 or more students enrolled			Number of Dropouts			October 1 Enrollment			Annual Dropout Rate %[1]		
	1990-91	1991-92	1992-93	1990-91	1991-92	1992-93	1990-91	1991-92	1992-93	1990-91	1991-92	1992-93
White	50	51	49	1,373	1,231	1,045	30,982	32,111	33,334	4.4	3.8	3.1
Black	13	13	12	113	123	97	1,948	2,037	2,278	5.8	6.0	4.3
Hispanic	21	20	24	57	62	76	929	986	1,086	6.1	6.3	7.0
Asian	23	25	24	65	65	50	1,761	1,925	2,051	3.7	3.4	2.4
Alaska Native/ American Indian	55	54	55	591	560	534	9,419	9,821	10,280	6.3	5.7	5.2
Statewide Totals	**56**	**56**	**56**	**2,199**	**2,041**	**1,802**	**45,039**	**46,880**	**49,029**	**4.9**	**4.4**	**3.7**

Notes 1. Percent represents the number of dropouts divided by the October 1, enrollment count by grade

Figure 4
Alaska Annual Dropouts and Rates by Ethnicity

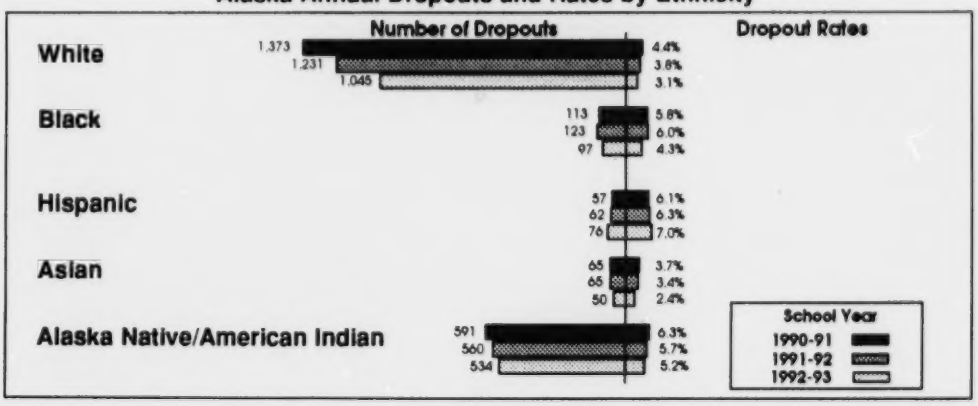


Table 9
Alaska Annual Enrollment and Dropout Percents by Ethnicity

Ethnicity	1990-91		1991-92		1992-93	
	% of Total Enrollment1	% of Total Dropouts2	% of Total Enrollment1	% of Total Dropouts2	% of Total Enrollment1	% of Total Dropouts2
White	68.8	62.4	68.5	60.3	68.0	58.0
Black	4.3	5.1	4.3	6.0	4.6	5.4
Hispanic	2.1	2.6	2.1	3.0	2.2	4.2
Asian	3.9	3.0	4.1	3.2	4.1	2.8
Alaska Native/ American Indian	20.9	26.9	20.9	27.4	21.0	29.6

Notes: 1. % of Total Enrollment represents the total enrollment by ethnicity divided by the total October 1, enrollment in grades 7-12.
2. % of Total Dropouts represents the number of dropouts by ethnicity divided by the total number of dropouts in grades 7-12.

White students, 92.8% of the Black students, 90.8% of the Hispanic students, 84.0% of the Asian students, and 45.1% of the Alaska Native/American Indian students who dropped out.

Annual enrollment and dropout percents by ethnicity are shown in Table 9. The ethnic enrollment percents for 1992-93 were almost identical to those in 1991-92. The table shows that in both 1991-92 and 1992-93, White and Asian students dropped out less frequently in proportion to enrollment, while Black, Hispanic and Alaska Native/American Indian students dropped out more frequently.

Projected Statewide Synthetic Cohort Dropout Rate

There is a general interest in looking at how students move through the system in a four year period. A projected synthetic cohort rate estimates what proportion of students would complete high school and what proportion would drop out over a period of time. It is a projection based on a range of grades in a single year, rather than following a single group (cohort) of students over a range of years.

Table 10 shows a synthetic cohort rate for the 1992-93 class of 9th grade students using the 1992-93 event dropout rates for grades 9-12. The synthetic cohort is determined by subtracting the dropout rate from "1" for each grade included in the cohort to obtain the "retention rate" and then multiplying these retention rates to get the final retention rate and dropout rate. The retention rate only reflects the proportion of students who do not drop out; it does not address increases or decreases due to transfer, death, or repeating a grade. The table shows that 20.1% of the 9th grade students who were enrolled on October 1, in the 1992-93 school year, can be expected to drop out over the four year period before graduation in 1995-96.

Table 10
Projected Statewide Synthetic Cohort Dropout Rate For 1992-93 Class of 9th Grade Students

Synthetic Cohort Dropout Rate = 20.1%

Calculation
Retention Rate: (.96 x .949 x .943 x .93)= 0.799 79.9%
Synthetic Cohort Dropout Rate: (1 - .799) = 0.201 20.1%

Grade	Dropout Rate	Retention Rate (1 - Dropout Rate)
9	4.0%	96.0%
10	5.1%	94.9%
11	5.7%	94.3%
12	6.9%	93.1%

Graduation Rate

AS 14.03.120(e)(5) requires school districts to report their graduation rate. The graduation rate will be computed at the school and district level by taking the number of high school graduates and dividing by the number of students who were enrolled in the ninth grade in that district four years earlier. The ninth grade cohort four years earlier is the membership count on October 1 in that year. The ninth grade membership is adjusted by subtracting the number of deaths and transfers out of the district from the cohort group. The number of graduates is adjusted by subtracting the number of students that transferred into the graduating class.

Districts have begun collecting information on the FY92 and FY93 ninth graders for the computation of the 1995 and 1996 graduation rates respectively. The first statewide graduation rate will be reported in the FY95 *Summary of Alaska's School Districts Report Cards to the Public*.

Table 11

Alaska Statewide Average of the Percent of Students Promoted to the Next Grade

Percent of Students Promoted to the Next Grade

Grade	% Promoted
1	98.3%
2	99.1%
3	99.6%
4	99.7%
5	99.8%
6	99.7%
7	97.6%
8	98.6%

Percent of Students Promoted To The Next Grade

AS 14.03.120(e)(5) requires school districts to report their promotion rate. The promotion rate is computed at the school and district level by taking the number of students advanced to the next grade or level at the end of the school year and dividing by the membership on the last day of the school year. The results are expressed as a percentage for each grade first through eighth.

Fifteen districts reported 100% promotion rate for grades one through eight. (Adak, Alaska Gateway, Aleutians East, Annette Island, Bristol Bay, Chugach, Craig, Denali, Kake, Klawock, Nenana, St. Mary's, Skagway, Yakutat, and Yukon Flats).

Approximately one-third (22 districts) of the districts reported at least one class between grades 1-8 with a promotion rate of less than 97.6%. The reader is reminded that during the 1992-93 school year, fourteen of Alaska's School districts had an enrollment of ten or less students at a given grade level. The low student enrollment numbers do have an impact on promotion rates as reported.

Grade seven had the lowest statewide promotion rate at 97.6% . Grades two, three, four, five, and six have promotion rates of over 99%. Table 11 shows the State average for the percent of students promoted to the next grade levels one through eight.

Percent Of Students Scoring In The Top And Bottom Quarter Of A Standardized National Achievement Test

AS 14.03.120(e)(1) requires school districts to report the percent of district students scoring in the top and bottom quarter of a national standardized achievement examination. Similarly, Alaskan regulation 4 AAC 06.710 requires school districts to annually assess students in grades 4, 6, and 8 with a basic skills achievement test in reading, mathematics, and language arts. This report, *Summary of Alaska's School District Report Cards to the Public*, combines these requirements and includes much of the information previously produced in the annual Department publication, *Basic Skills Performance of Alaska's Students*.

The 1992-93 school year was the fourth consecutive year of the statewide student testing program. Hence, four years' test results for the state as a whole and for each district are included in this report. In 1989 the Iowa Tests of Basic Skills, Form G (ITBS) was selected as the test that best met the requirements of 4 AAC 06.710. The ITBS is designed to permit comparisons between the scores of local individual students or groups of students with a national sample of students in the same grades. In 1992-93, districts were given the option of testing in either the fall or spring, depending upon local needs. All other testing conditions were the same across the four year period. A more complete description of the testing program is included in Appendix E.

The ITBS results described in this report represent a small but important sampling of all the skills and knowledge that are taught in Alaska's schools. Many important areas are not tested by the ITBS. Together with the other information collected and reported by each district and summarized for the state, the testing results add to our understanding of the performance of students in Alaska.

In 1992-93, more than 25,000 students in grades 4, 6, and 8 were tested with the ITBS. This represents approximately 93% of the public school students eligible to be tested. State regulations exempt only certain types of special education and non-English speaking students from testing.

Mt. Edgecumbe did not participate in the Statewide Testing Program because it is a residential school for students in grades 9-12. The scores reported by Mt. Edgecumbe are based on the spring administration of the Science Research Associates Tests (SRA) for students in grades 9 and 11. Like the ITBS, the SRA is a standardized norm referenced test. The results for both the SRA and ITBS are based upon 1985 norms.

In this report, the scores used to report test results are the percent of students in the bottom quarter and the top quarter. The percent of students scoring in the bottom quarter is the proportion of the students whose percentile scores were lower than 25% of the original norm group. The percent of students scoring in the top quarter is the proportion of the students whose percentile scores were higher than 75% of the norm group. In a group of 100 students if 30 scored higher than the 75th percentile and 20 scored lower than the 25th percentile, the percent in the top quarter would be 30% and the percent in the bottom quarter would be 20%. The test was originally developed so that 25% of students would score in the top quarter and 25% would score in the bottom.

During the 1992-93 school year, fourteen of Alaska's school districts had an enrollment of ten or less students at a given grade level. As the reader reviews the test scores on the summary pages of individual districts, he or she needs to remember the

impact these low student numbers have on the percentage rates. A district may have three students in grade four scoring in the top quarter out of a class of ten for a percentage of 30%, whereas, out of a class of twenty the percentage would be 15% and in a class of 100 it would be only 3%.

This year's statewide results continue to show that more Alaskan students score in the top quarter than in the bottom quarter. The 1992-93 results show that:

- more than 25% of Alaska's students scored in the top quarter in all areas except language arts in grades 4 and 6.
- fewer than 25% of Alaska's students scored in the bottom quarter in all grades and subjects.

Four year trends indicate:

- more students score in the top quarter than in the bottom quarter for every grade and subject area.
- more students are scoring in the top quarter in mathematics in grades 4 and 6.
- fewer students are scoring in the bottom quarter in math in grades 6 and 8, and in language arts in grade 6 and 8.
- a decrease in the percentage of students scoring in the top quarter in reading in grades 4 and 6.

The results also continue to show that the performance across Alaska's school districts varies widely. Information gathered for this report and from other sources continues to indicate that lower district scores are associated with high rates of students who live in homes where English is a second language, with cultural differences between the community and the school, and with high concentrations of families who are poor.

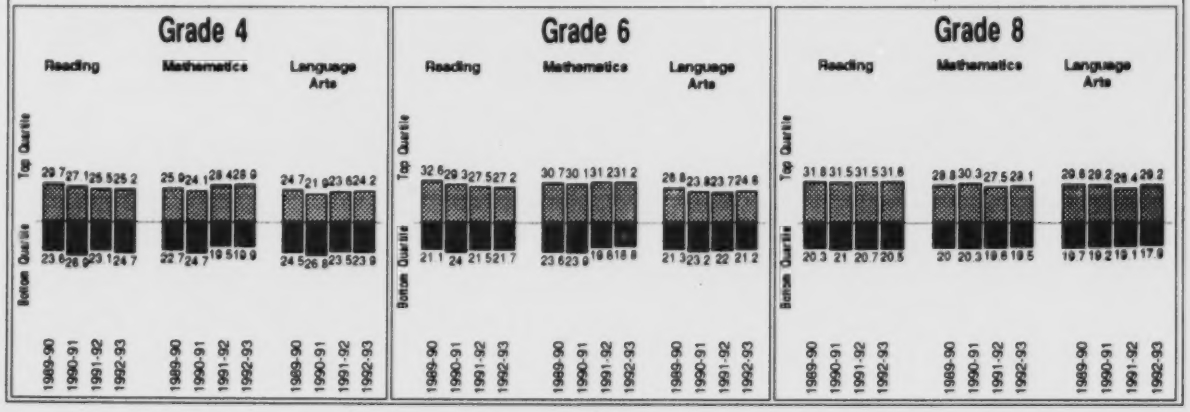
4 AAC 06.740-750 also requires the development and administration of school and student questionnaires and requires that the information from the questionnaire be used to interpret and report statewide testing results. This section highlights some of the stronger relationships that were found between student performance levels and student responses to questions statewide. Why some individuals or groups of students perform better in school than others is a complex matter, too complex to be completely answered by a general survey such as this assessment. However, a survey can identify some of the factors that are related to performance.

A complete listing of all questions, responses and corresponding statewide average scores is available from the Department of Education's Office of Data Management.

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter

	Total Students Tested		Students Absent from Testing		Students Excluded from Testing for Special Education or Bilingual Reasons		Special Education Students Tested		Bilingual/Bicultural Students Tested	
	#	%	#	%	#	%	#	%	#	%
1989-90	23,372	94.5	not collected		not collected		1594	6.8	3281	14.0
1990-91	24,684	94.8	687	2.6	681	2.6	1798	7.3	3173	12.9
1991-92	25,434	92.1	672	2.4	1499	5.4	2044	8.0	2149	8.5
1992-93	25,930	93.0	887	3.2	1067	3.8	2171	8.4	2166	8.4



Student Questionnaire

Five relationships stood out as particularly important when student responses to questions and student scores on the ITBS were compared statewide.

1. **Reading Outside of School:** Over 50% of Alaska's 4th, 6th, and 8th grade students reported reading outside of school almost every day. The average scores for students who reported they read books, magazines, newspapers on comics almost every day outside of school were 17 to 21 percentile points higher than those students who read only once or twice a week. Grade 8 students who reported reading almost every day outside of school scored near the 70th percentile.

2. **Television Watching:** The average scores for students who reported they watched television 1-2 hours each day was around 17 percentile points higher than those who watch more than 3 hours each day. Approximately 21% of the 4th and 6th graders and 19% of the 8th graders reported watching television more than 3 hours each day. The average scores for students who reported they watched television 1-2 hours a day was around the 60th percentile.

3. **Homework:** The amount of homework being assigned varies across the grades with 53% of the 4th graders, 65% of the 6th graders, and 80% of the 8th graders reporting being assigned homework almost every day. In the 8th grade there was a strong relationship between student test scores, and homework assigned and time spent on homework. In the eighth grade there is a difference of approximately 12 percentile points between students spending 1-2 hours on homework and students spending about one half hour on homework. Eighth graders spending 1-2 hours on homework scored at about the 64th percentile. In grades 4 and 6 there were no differences.

4. **Student Plans for the Future:** Students in grades 6 and 8 were asked about their future educational plans. The average score of students who reported they intend to go to college or obtain an advanced degree was around 21-44 percentile points higher than those planning to pursue less education. Approximately 36 percent of the 6th graders and 39 percent of the 8th graders indicated they plan to attend college. The average score of those students was around the 56th percentile and 60th percentile respectively. Approximately 27 percent of the grade 6 students and approximately 26 percent of the grade 8 students indicated they have plans to pursue an advanced degree. The average scores for those students was around the 68th percentile and 72nd percentile, respectively.

5. **Important to Learn Reading and Math:** The strength of the relationship between reading scores and believing reading is important increases over the grades. In math a similar, although weaker relationship was observed. Across the grade levels, the average reading scores of students indicating reading was important, ranged from 18 to 26 percentile points higher than those who thought is was less important. The average math scores of students indicating the importance of math ranged from 8 to 10 percentile points higher than those who thought it was less important.

6. **Like Reading and Math:** The strength of the relationship between reading scores and students indicating they like reading a lot increases over the grades. In math a similar relationship was observed. Across the grade levels, the average reading scores of students indicating they like to read a lot ranged from 13 to 23 percentile points higher than those who indicated they like to read some. The average math scores of students indicating they like math a lot ranged from 4 to 13 percentile points higher than those who indicated liking math some.

Individual district responses to all questionnaire items can be obtained by contacting each district.

Statewide Testing Program

Statewide Test Results for Special Populations

Teachers were asked to identify the background characteristics of each student tested in the statewide testing program by indicating the special programs in which each student was enrolled.

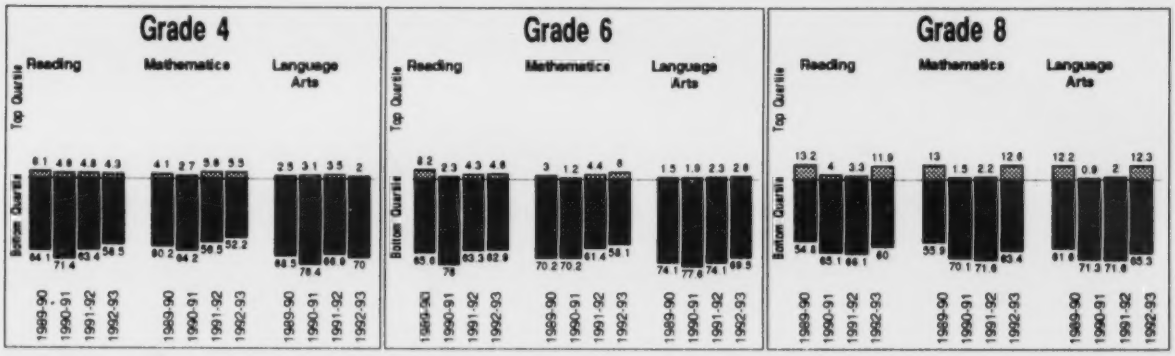
This section shows the number and percentage of students tested who were enrolled in these programs and the percentage who scored in the top and bottom quarter for reading, mathematics and language arts. The information is provided to help explain how the characteristics of students who were tested statewide relates to their basic skills performance. This information also can be useful in interpreting individual school district profiles by comparing district rates of special program participation with state rates. Each school district has information available on the specific achievement levels of students enrolled in each local program.

Special Education

Special Education programs are directed toward students with physical or mental incapacities.

Number and Percent Tested Statewide

	1989-90		1990-91		1991-92		1992-93	
	#	%	#	%	#	%	#	%
Grade 4	611	7.1	525	6.9	820	8.8	887	9.7
Grade 6	511	6.6	487	6.9	618	7.2	773	8.1
Grade 8	444	6.4	324	5.1	463	5.9	551	6.9

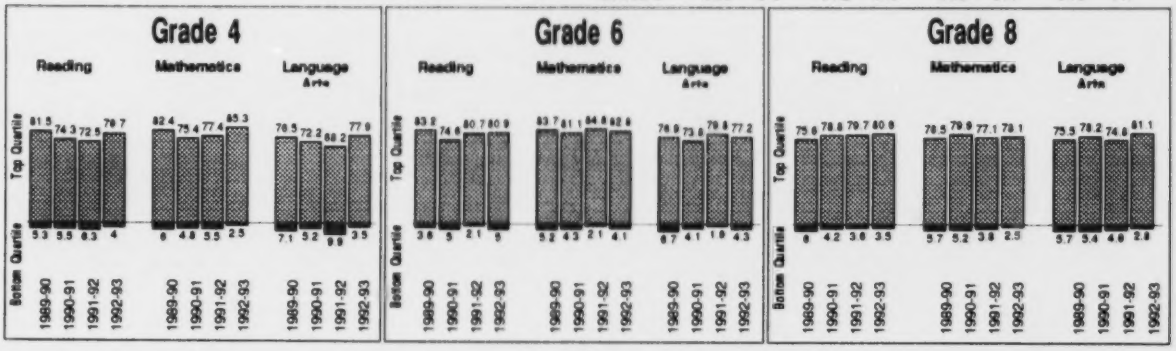


Gifted

Gifted programs are directed toward students identified to receive advanced instruction.

Number and Percent Tested Statewide

	1989-90		1990-91		1991-92		1992-93	
	#	%	#	%	#	%	#	%
Grade 4	567	6.6	439	5.8	587	6.3	619	6.7
Grade 6	614	7.9	461	6.6	629	7.3	730	8.1
Grade 8	583	8.3	572	9.0	656	8.4	618	7.7

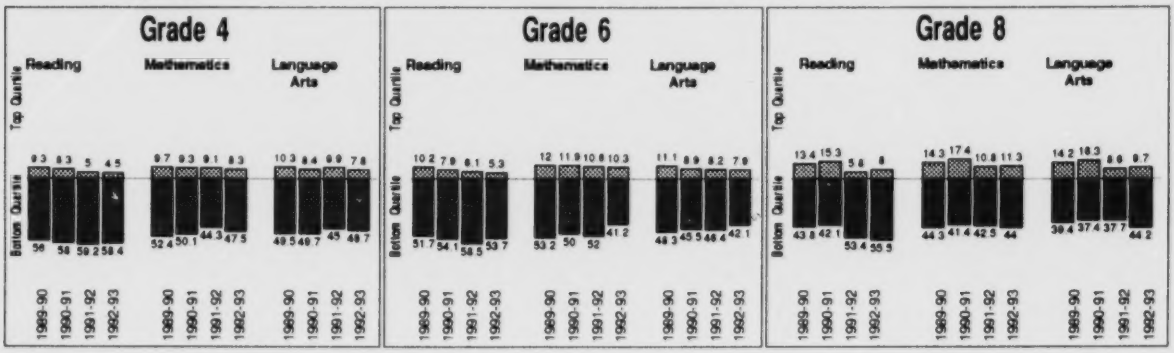


Bilingual

Bilingual students are those who speak or who are influenced by a language other than English. This category includes some students who speak English as a second language.

Number and Percent Tested Statewide

	1989-90		1990-91		1991-92		1992-93	
	#	%	#	%	#	%	#	%
Grade 4	617	13.2	556	12.8	772	8.3	780	8.5
Grade 6	635	14.0	537	13.1	735	8.5	829	9.2
Grade 8	646	14.1	581	14.4	610	7.8	557	6.9

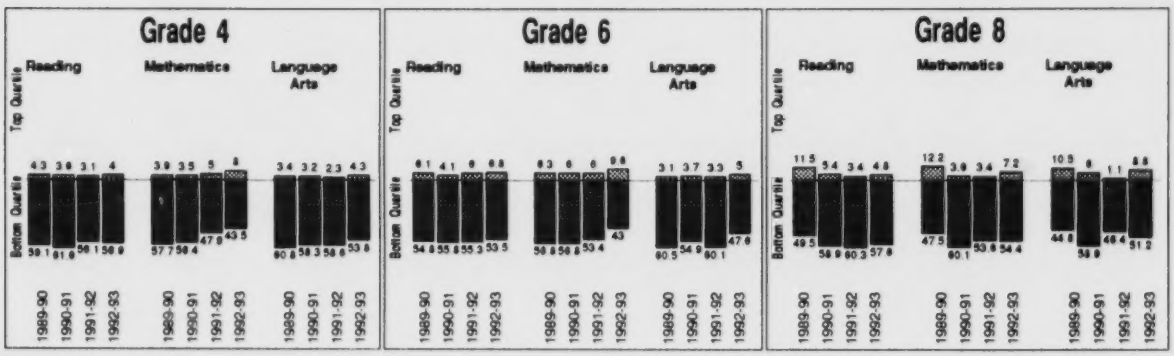


Chapter I

Chapter I programs are directed toward educationally deprived students who come from low income families.

Number and Percent Tested Statewide

	1989-90		1990-91		1991-92		1992-93	
	#	%	#	%	#	%	#	%
Grade 4	699	8.2	635	8.3	639	6.9	766	8.3
Grade 6	548	7.1	437	6.2	463	5.4	514	5.7
Grade 8	290	4.1	168	2.6	159	2.0	145	1.8

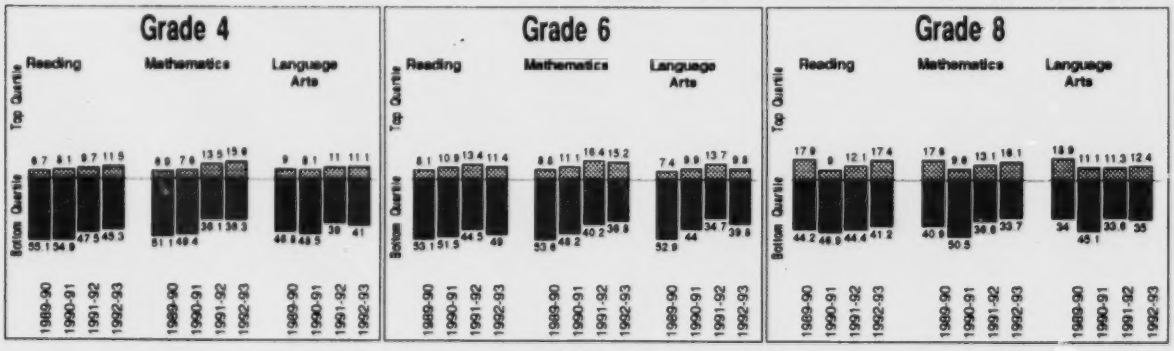


Migrant

Migrant programs are directed toward students who move frequently between districts due to seasonal employment of parents.

Number and Percent Tested Statewide

	1989-90		1990-91		1991-92		1992-93	
	#	%	#	%	#	%	#	%
Grade 4	415	4.9	421	5.5	527	5.7	700	7.6
Grade 6	406	5.2	423	6.0	523	6.1	693	7.7
Grade 8	391	5.6	333	5.2	457	5.9	533	6.6

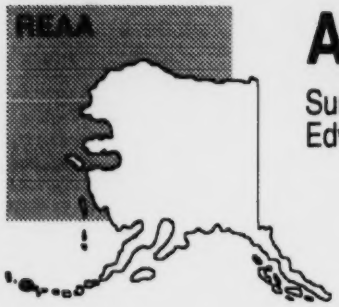


Individual School District Summaries of School District Report Cards to the Public

Adak Region Schools 28
Alaska Gateway Schools 30
Aleutian Region Schools 32
Aleutians East Borough Schools 34
Anchorage Schools 36
Annette Islands Schools 38
Bering Strait Schools 40
Bristol Bay Borough Schools 42
Chatham Schools 44
Chugach Schools 46
Copper River Schools 48
Cordova City Schools 50
Craig City Schools 52
Delta/Greely Schools 54
Denali Borough Schools 56
Dillingham City Schools 58
Fairbanks North Star Borough Schools .. 60
Galena City Schools 62
Haines Borough Schools 64
Hoonah City Schools 66
Hydaburg City Schools 68
Iditarod Area Schools 70
Juneau City Schools 72
Kake City Schools 74
Kashunamiut Schools 76
Kenai Peninsula Borough Schools 78
Ketchikan Gateway Borough Schools 80
Klawock City Schools 82
Kodiak Island Borough Schools 84
Kuspuk Schools 86
Lake and Peninsula Borough Schools 88
Lower Kuskokwim Schools 90
Lower Yukon Schools 92
Matanuska-Susitna Borough Schools 94
Nenana City Schools 96
Nome City Schools 98
North Slope Borough Schools 100
Northwest Arctic Borough Schools 102
Pelican City Schools 104
Petersburg City Schools 106
Pribilof Schools 108
Saint Mary's Schools 110
Sitka Borough Schools 112
Skagway City Schools 114
Southeast Island Schools 116
Southwest Region Schools 118
Tanana City Schools 120
Unalaska City Schools 122
Valdez City Schools 124
Wrangell City Schools 126
Yakutat City Schools 128
Yukon Flats Schools 130
Yukon/Koyukuk Schools 132
Yupiit Schools 134

State Operated Schools Summary

Alyeska Central School 136
Mt. Edgecumbe High School 138



Adak Region Schools

Summary School District Report Card to the Public
Edward Gilley, Superintendent

District Characteristics

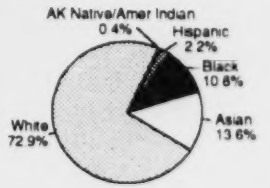
Student Enrollment	681	Schools	2
High School Graduates	18	Population	5,081
Square Miles	1,348	Median Family Income	35,187
Funding Communities	1	Per Capita Income	15,035
		% Unemployment	1.6
		% Adults with H.S. Diploma	97.0

Superintendent's Highlights

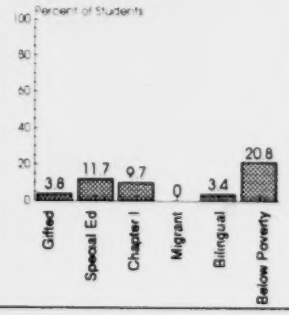
In March 1992, the ARSD family was advised the Adak Naval Air station will become an unaccompanied tour of duty for Naval personnel. Despite this stark reality, the ARSD staff and students continue to shine as one of the brightest lights in the educational landscape of Alaska. Over the past school year, test scores have continued on an upward trend, making ARSD students among the highest achievers in the State. The addition of new staff, implementation of a tutorial service for K-12 students, Pre-school program, and continued staff development opportunities are evidence of the dynamic curriculum in our district.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ To recruit, select, and retain the best qualified personnel for all district positions.	■ retention of quality staff through competitive salary and benefit packages, as well as favorable working environment
■ To develop a comprehensive curriculum for the middle school and review elementary and high school curriculum.	■ curriculum for grades 6-12 has been updated, revised, and new courses written ■ in addition, the K-5 curriculum was also revised ■ increased scores on ITBS by approximately 7% over the last four years
■ To solicit and recruit parent/citizen involvement in the Adak Region School District on an ongoing basis.	■ more parents/citizens involved in school activities, i.e. tutorial programs, PTO/PTA, join students during lunch, volunteer to read to the students, committees
■ To develop effective strategies and techniques to ensure positive employee morale and involvement in the decision making process.	■ parents and employees participate in various advisory committees
■ To assess the current extra-curricular activities and expand the programs to offer all students an opportunity to participate.	■ increased number of students participating in extra-curricular activities

Comments on School's Performance

Students, Parents and Community Members

Students

■ Great school, teachers, facilities, and classes ■ Increased extra-curricular programs
■ Additional student travel to science fairs and math programs

Parents

■ Very happy with the school in general ■ Great materials, library books, and computer technology

Community

■ Educational program is of high quality ■ Accepted duty orders to Adak because of the exquisite reputation of the district

Parent Involvement

- Saturday Scholar Program involves 103 tutors (parents/adults) assisting 103 students
- Summer school program
- Computer lab is available to students and parents on weekends
- Tutor students during their lunch hour
- Join students during their lunch hour
- Volunteer their time to read to the students
- Strong PTO/PTA attendance
- Offer remedial/enrichment programs
- U.S. Navy's "Personal Excellence Partnership" Program
- Superintendent's Parent Advisory Committee
- Principal's Parent Advisory Committee
- District-wide Curriculum Committee
- Vocational Education Advisory Team

Other Indicators of School Performance

- During the last four school years, the district administered the Iowa Tests of Basic Skills to the students. The report indicated an increase in scores by approximately 7%.
- Low percentage of students who indicate "At-Risk" characteristics.
- Innovative new programs implemented over the last four years.
- "Here's Looking at You 2000" program designed as a drug/alcohol abuse prevention program.
- Excellent counseling and advisee/advisor programs.

Environmental Education

- The importance of encouraging the students of the Adak Region School District to become environmentally responsible citizens of the community is a serious task. As such, the District, in accordance with the goals of Alaska 2000, provides, within each grade-level science curriculum, the opportunity for students to explore current issues in environmental science. Students participate in field trips to the local Fish and Wildlife offices to observe operations and management of the bird refuge. Follow-up assignments which require students to reflect on nature and the importance of conservation are completed for both language arts and science courses.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	2	not collected	not collected	1	0.5	will be reported beginning in 1995
1991-92	0	25.9	97.0	0	0	reflecting the 1991-92 9th graders
1992-93	-5	34.6	96.9	2	1	who graduate

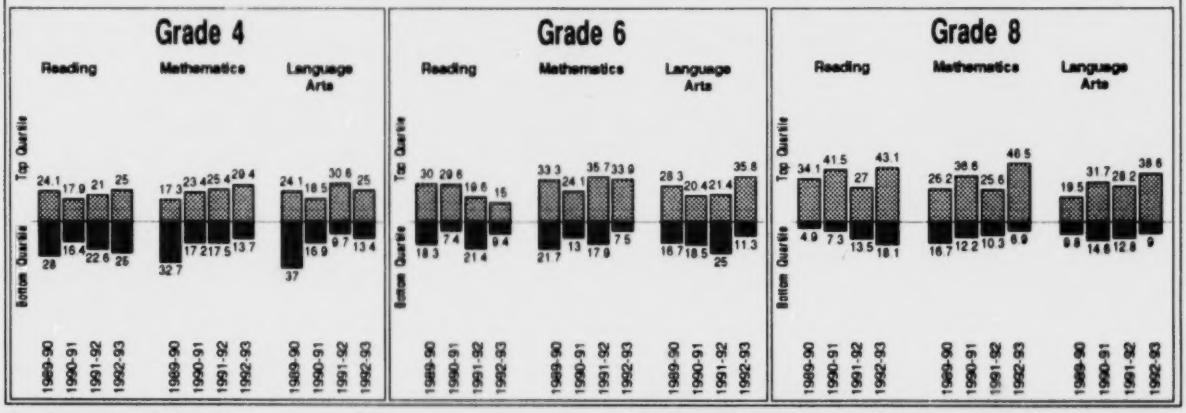
Percent of Students Promoted to the Next Grade

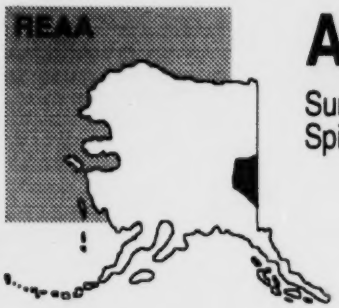
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	156	98.7	not collected		not collected		5	3.2	21	13.5
1990-91	165	98.2	3	1.8	0	0.0	9	5.5	17	10.3
1991-92	158	90.8	0	0.0	16	9.2	11	6.3	1	0.5
1992-93	149	96.1	6	3.8	0	0.0	16	10.7	4	2.6





Alaska Gateway Schools

Summary School District Report Card to the Public
Spike Jorgensen, Superintendent

District Characteristics

Student Enrollment	512	Schools	9
High School Graduates	16	Population	2,098
Square Miles	20,649	Median Family Income	30,222
Funding Communities	8	Per Capita Income	12,505
		% Unemployment	13.3
		% Adults with H.S. Diploma	78.0

Superintendent's Highlights

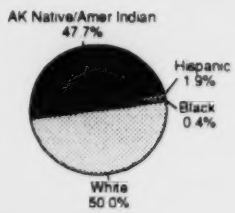
A focus on teaching and learning receives a higher priority, than does a focus on business-based accountability practices. This focus appropriately supports teachers in their efforts to provide for the true learning needs of their students.

District Progress Toward Goals

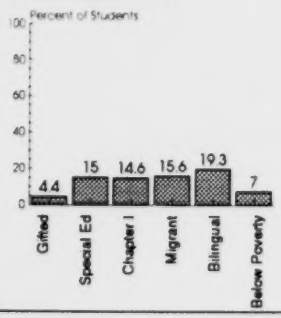
1992-93 GOALS	PROGRESS
■ Focus on students and learning.	■ Mentasta - created a decision-making committee to increase community input - formed partnership with U of A to share resources ■ Tok - coordinated work experience classes in cooperation with community businesses ■ Dot Lake - promoted strong community support for curriculum basics - students involved in community and districtwide activities ■ Tetlin - Village Council provided building sites for three student cabin projects
■ Provide support for teaching, learning and instruction.	■ Tanacross - students gained 2.19 years in reading - Ginn Reading test program - piloted multimedia electronic portfolio ■ Walter Northway - developed and implemented cultural orientation for teaching staff ■ Eagle - formed parent advisory group

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ want an opportunity for broader range of activities ■ technology and distance-delivered courses are fun and helpful ■ drugs, alcohol and teenage pregnancy effect school activities

Parents

■ concern about the quality of teaching in math, science or reading curriculum ■ our children need to be educated about drug and alcohol prevention ■ appreciation for faculty

Community

■ schools should emphasize local culture and language ■ willing to volunteer time in schools to help children ■ schools need to take a leadership role in teaching technology

Parent Involvement

- advisory school boards elected at each site to implement the district policy at the local level
- parent involvement in actual classroom activities varies from school to school
- the school is the center for each community's activities
- parents frequently help with classroom instruction, setting up special early childhood programs, performing and assisting in many ways
- some schools have active Parent, Teacher, Student Associations and others have this as a goal
- educational planning process which utilizes public meetings and questionnaires in each of the communities

Other Indicators of School Performance

- visiting Russian artist
- addition of library program
- District Learning/Talent Fair
- close involvement between community and school
- test scores remain high and nationally competitive
- basketball is a popular extra-curricular activity
- Ahtna language classes
- reading incentive programs
- elders volunteer in the school
- electronic portfolios
- Athabascan outdoor skills

Environmental Education

- Most schools incorporate some aspect of environmentalism in science and social studies classes. Tanacross and Tok Schools have initiated recycling programs for aluminum cans and paper. Walter Northway School offered an ecology course designed to promote a better understanding of the environment. Northway also expects to begin recycling aluminum cans in the 1993-94 school year.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	4	not collected	not collected	4	1.9	will be reported beginning in 1995
1991-92	-1	26.0	91.6	6	3.1	reflecting the 1991-92 9th graders
1992-93	3	8.0	91.4	5	2.2	who graduate

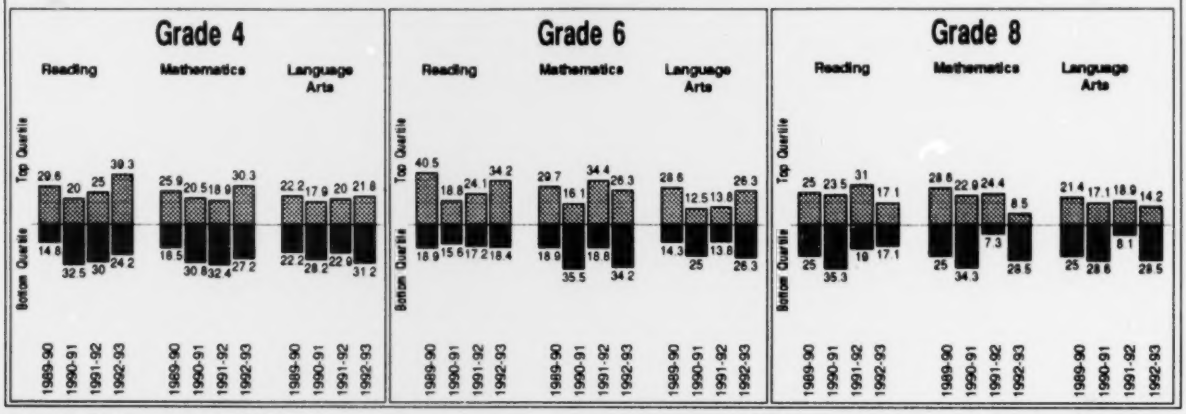
Percent of Students Promoted to the Next Grade

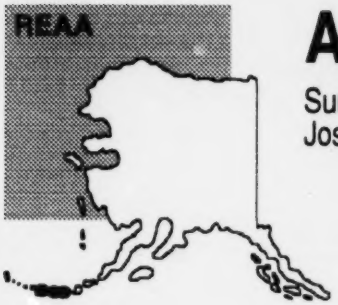
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	97.7	100.0	100.0	100.0	100.0	97.6
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	92	81.4	not collected		not collected		5	5.4	19	20.7
1990-91	107	92.2	5	4.3	4	3.4	9	8.4	7	6.5
1991-92	115	87.1	15	11.4	2	1.5	12	9.1	20	15.2
1992-93	106	86.1	9	7.3	8	6.5	5	4.7	15	14.1





Aleutian Region Schools

Summary School District Report Card to the Public
Joseph B. Beckford, Superintendent

District Characteristics

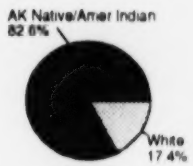
Student Enrollment	23	Schools	2
High School Graduates	1	Population	111
Square Miles	3,542	Median Family Income	35,187
Funding Communities	2	Per Capita Income	15,035
		% Unemployment	1.6
		% Adults with H.S. Diploma	70.0

Superintendent's Highlights

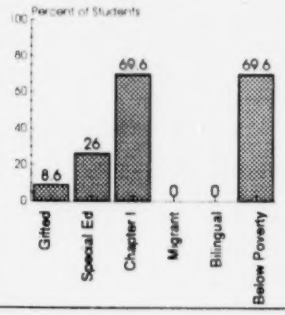
Aleutian Region School District has made significant progress changing the way our teachers teach and our students learn. Changes have been made through staff development, improved educational technology, and community involvement in the school on a daily basis. In the next year we hope to extend and expand these improvements to institutionalize the "best of both worlds": a traditional culture that lives on, but with lifelong learners who can utilize the most sophisticated tools available to solve problems. It is our hope that ARSD graduates will, be able to thrive in any environment: urban or rural; the world of work or that of advanced education; in a subsistence or cash-based economy.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Develop higher order thinking skills.	■ completely updated and coordinated our instructional technology ■ cooperative problem-solving implemented as multigrade activity done weekly ■ daily analogies used by all students grades 1-12 ■ semantic mapping introduced and used across curriculum as a tool for grades 5-12
■ Align teaching and testing with curricular objectives.	■ implemented new assessment and instruction plan using both norm- and criterion-referenced testing for all students ■ put into practice a hypercard-based portfolio assessment program that includes information from students, teachers and parents ■ trained teachers in "continuous progress" link between instruction and assessment ■ implemented staff training in authentic alternative assessment methods
■ Increase student engagement in learning process and reduce non-productive time.	■ moved to true full inclusion model in all classes ■ expanded student-directed integrate projects through the "I-Search" model across curriculum areas ■ encouraged and supported the use of student-run businesses as an experiential learning tool
■ Transform teachers from lecturers to managers.	■ provided additional training for teachers in cooperative learning, and curriculum integration ■ replaced traditional, frontal instruction with cooperative, multigrade, activity-centered techniques for heterogeneous classrooms

Comments on School's Performance

Students, Parents and Community Members

Students

■ feel comfortable and cared about in the school ■ like having increased responsibility ■ think that sometimes too much is demanded of them

Parents

■ happier with communication from, and their influence within school ■ want to play a more involved role in what is taught ■ like the diverse experiences students have been able to get through trips and projects ■ unhappy with closing of Nikolski site due to lack of enrollment

Community

■ values involvement in education, school ■ would like to see students better able to succeed at post-secondary education ■ is happy with continued stress on Aleut language and culture

Parent Involvement

- Parents participate in open houses, special school functions such as potlucks, restaurant nights and Sea Week; they attend parent/teacher conferences, volunteer to supervise the gym and library; they serve on advisory groups in selection of materials; and parents are involved in organized parent groups.

Other Indicators of School Performance

- districtwide survival swim trip was coordinated
- children were exposed to an experience-based vocational exploration in Dutch Harbor
- five instructional days were devoted to "Sea Week," an integrated environmental education curriculum

Environmental Education

- The S.T.A.R. Schools satellite class, Environmental Science, meets daily, and combines elements of biological, physical and earth sciences in order to offer a balanced perspective on environmental issues. The goals are to: 1) develop critical thinking skills on environmental issues; 2) understand contemporary issues through collaborative, interdisciplinary student experiences; 3) apply scientific processes to relevant, real-life issues; 4) develop attitudes that lead to informed decision-making; and 5) responsible stewardship of resources.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	18	not collected	not collected	0	0	will be reported beginning in 1995
1991-92	-15	33.3	97.2	0	0	reflecting the 1991-92 9th graders
1992-93	-18	0	99.1	0	0	who graduate

Percent of Students Promoted to the Next Grade

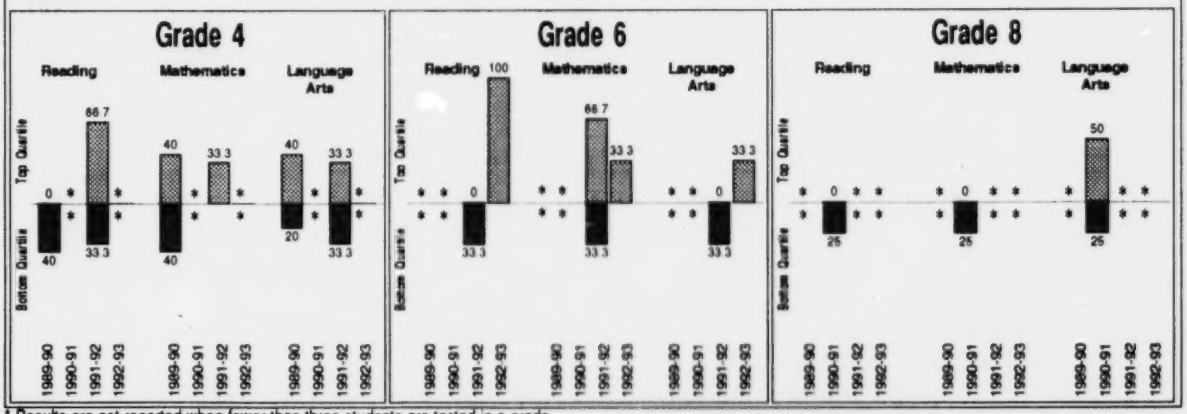
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	*	100.0	100.0	100.0	*	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*

* No students enrolled in this grade.

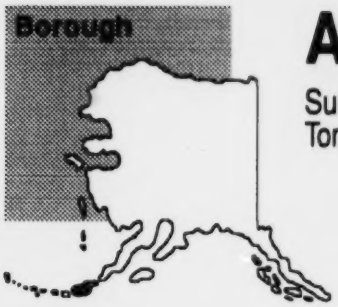
Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	8	100.0	not collected		not collected		2	28.6	6	85.7
1990-91	7	100.0	0	0.0	0	0.0	4	50.0	6	75.0
1991-92	8	80.0	0	0.0	2	20.0	0	0.0	5	50.0
1992-93	4	100.0	0	0.0	0	0.0	0	0.0	0	0.0



* Results are not reported when fewer than three students are tested in a grade.



Aleutians East Borough Schools

Summary School District Report Card to the Public
Tom Ryan, Superintendent

District Characteristics

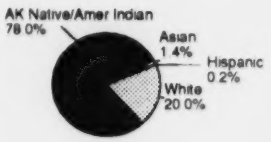
Student Enrollment	391	Schools	6
High School Graduates	30	Population	2,567
Square Miles	7,348	Median Family Income	42,384
Funding Communities	6	Per Capita Income	17,242
		% Unemployment	1.9
		% Adults with H.S. Diploma	66.0

Superintendent's Highlights

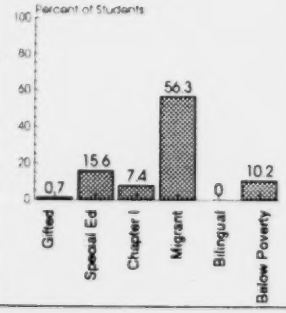
AEBSD planning values student activities, varieties of electives choice, and continuous program improvement as top priorities. Hi-technology, administrative restructuring, staff and board training, and continuous curriculum review and upgrading are tools for sustaining a high quality school experience. Strong programs keep kids in school and prepare Aleutian youth for gill netter, laboratory or board room responsibilities.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Provide inservice training programs for board members and staff members.	■ Lori Henry, of AASB, trained ASB's and Board in January
■ Development and implementation of curriculum based upon research and proven effective programs.	■ Social studies curriculum approved by Board in June
■ Promote use of computers and high technology in regular instruction including distance delivery systems and multi-media.	■ Technology director traveled school to school training staff and students to use hi-tech effectively
■ Develop close working relationships between school personnel and agents of other service organizations.	■ Joint budget workshops were held with Assembly. Joint meetings were also held with EAT Health Dept., DFYS, public safety officers, police, D.A.R.E. and AEB Fisheries staff at APICDA
■ Develop the strategic plan to prioritize programs and maximize student opportunity and district efficiency.	■ Strategic planning exercises culminated in prioritizing and triage-eliminating 8 certificated positions out of 43, while preserving student activity programs and elective choices
■ Promote and formalize partnership agreements in facility planning and maintenance.	■ Collaboration on Akutan and False Pass project planning and completion of King Cove remodel

Comments on School's Performance

Students, Parents and Community Members

Students

■ Students agree they have access to activities of choice and are satisfied with the quality of programs ■ Students feel academic classes provide the help they need, the individual attention they want, and teachers explain things clearly ■ Nearly all students feel that community pride and school spirit are high

Parents and Community

■ Most parents believe students have good relationships with their teachers ■ On the whole, the community indicates satisfaction with their local school ■ Parents believe the school is clean and well maintained ■ A frequent comment expressed dissatisfaction with program cuts experienced this year and feeling that certain programs should be enhanced

Parent Involvement

- Parents are involved in strategic planning, and through advisory meetings and surveys

Other Indicators of School Performance

- attendance is high - exceeds 90%
- discipline referrals have declined for three straight years
- post-secondary training rate for graduates is steadily increasing

Environmental Education

- AESBD Environmental Education is taught in grades K-6 and 9-12 on a regular basis. The goals of the district are to: 1) increase students knowledge of their environment; 2) help students accept responsibility for improving their environment; and 3) help students accept responsibility for maintenance and improvement of the fisheries. Overall emphasis on environmental education is good. There has been an increase in student enrollment and successful completion of aqua-culture and marine technology courses.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	9	not collected	not collected	3	2.1	will be reported beginning in 1995
1991-92	-0	15.4	91.8	5	3.6	reflecting the 1991-92 9th graders
1992-93	6	19.4	91.8	1	0.7	who graduate

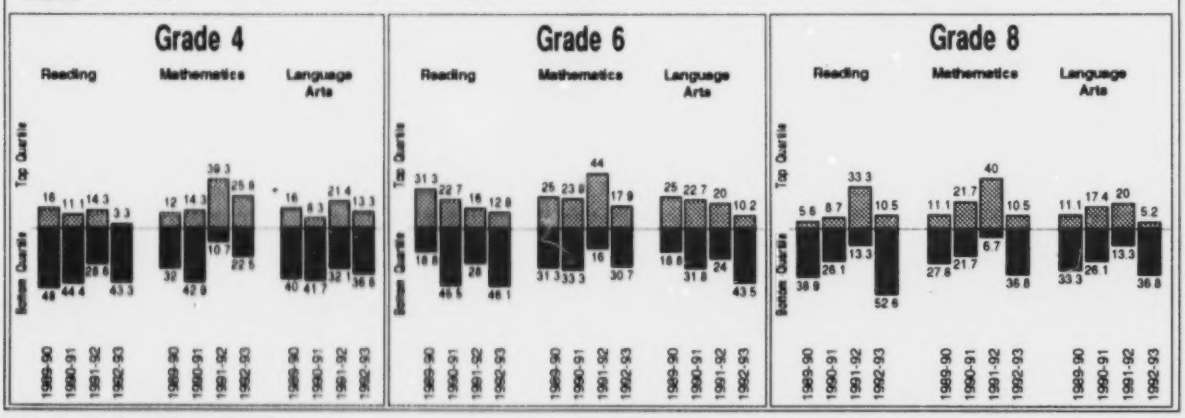
Percent of Students Promoted to the Next Grade

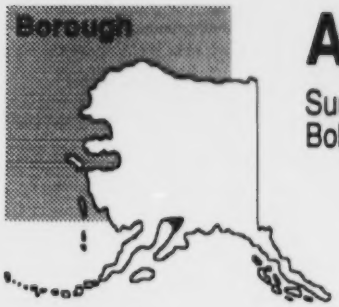
Grade	1	2	3	4	5	6	7	8
1991-92	97.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	59	83.1	not collected		not collected		2	3.4	14	23.7
1990-91	81	86.2	6	6.4	7	7.4	4	4.9	3	3.7
1991-92	68	88.3	5	6.4	4	5.1	0	0.0	1	1.3
1992-93	89	91.7	0	0.0	8	8.2	0	0.0	0	0.0





Anchorage Schools

Summary School District Report Card to the Public
Bob Christal, Superintendent

District Characteristics

Student Enrollment	44,280	Schools	82
High School Graduates	2,239	Population	240,258
Square Miles	1,884	Median Family Income	43,946
Funding Communities	3	Per Capita Income	19,620
		% Unemployment	6.7
		% Adults with H.S. Diploma	90.0

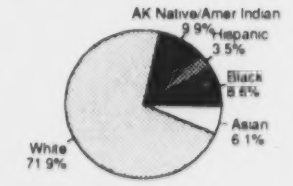
Superintendent's Highlights

The 1992-93 School Year was one of change for the Anchorage School District. Fourteen different citizens served as School Board members during the year. A change occurred in the Superintendency during the school year. Still, the majority of teachers, support staff and parents in Anchorage continued on with their task, to provide the best education possible to the students of Anchorage.

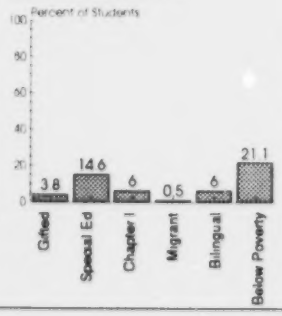
We, in Anchorage, are optimistic about the future. Funding is a concern, but public education is a vital part of a healthy Anchorage community. The District will be exploring ways to increase ownership and participation in decisions affecting schools and community members.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
▪ A dynamic and flexible comprehensive curricula that results in our learners achieving excellence by any world standard.	▪ ITBS scores up slightly over previous year ▪ over 50 percent of graduates taking college entry exams ▪ enrollment in secondary Career Tech Courses is up
▪ Participate in coalition to provide accessible, affordable high quality care and development for every child.	▪ better transition to public schools for students from Head Start through Project Pride ▪ quality first year schooling opportunities for kindergarten students
▪ Strive to ensure total health and wellness of students and staff.	▪ active, meaningful involvement in wellness activities by both staff members and students
▪ Positively cultivate richness and diversity of peoples and cultures.	▪ training in Prejudice Reduction and Multi-cultural Ed
▪ Ensure every school is a safe, caring sanctuary free of violence and abuse.	▪ district staff and police work together to deal with problems associated with student violence when it occurs
▪ English literacy skills necessary to function effectively, while celebrating our diversity of languages.	▪ positive integration for many non-English speaking students
▪ Alliance to create fully integrated, community life-long learning system.	▪ continued to operate Community Schools Program
▪ Pursue public and private resources necessary to effectively support our mission and objectives.	▪ the community supported about $23 million in bond requests for major maintenance ▪ Legislative actions resulted in substantial state funds available based on a 30 percent local match

Comments on School's Performance

Students, Parents and Community Members

Students

▪ appreciate the staff ▪ like academic programs ▪ recommend improvement of playground facilities

Parents

▪ appreciate staff ▪ good parent involvement/communications ▪ like academic programs

Community

▪ maintenance of quality educational programs at neighborhood, and traditional schools ▪ maintenance of educational programs and reduced class size given the budget restrictions facing the district ▪ equity for all students to access popular programs

Parent Involvement

- Parents and the community as a whole are involved with the Anchorage School District in a number of ways. At the classroom level, hundreds of parents provide volunteer assistance to teachers totaling thousands of hours. Parents of all students are invited to open houses and parent-teacher conferences at least twice a year. They are invited to join local PTAs and serve on parent advisory boards for the local school planning and report card process. Involvement at this level is documented in the individual school report cards which are available through the Anchorage School District's Superintendent's Office.

Other Indicators of School Performance

- 44 schools focused on Language Arts Goals
- 34 schools emphasized Mathematics Goals
- 17 schools participated in Writing Assessment
- 15 schools participated in Reading Programs
- 15 schools focused on Self-Esteem

Environmental Education

- Anchorage School District provides courses whose topics focus on environmental education or natural resources conservation. Three major goals for environmental education are: 1) ecological concepts of environmental education are embedded into science curriculum; 2) special environmental curricula is provided for students; and 3) to branch out and include community or action plans/projects in curricula. Curriculum instruction is planned for K-12 students. Curriculum revisions are completed as necessary to include environmental projects planned by the community.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	3	not collected	not collected	1,004	5.9	will be reported beginning in 1995
1991-92	6	17.8	94.2	936	5.2	reflecting the 1991-92 9th graders
1992-93	3	16.6	93.8	554	3.0	who graduate

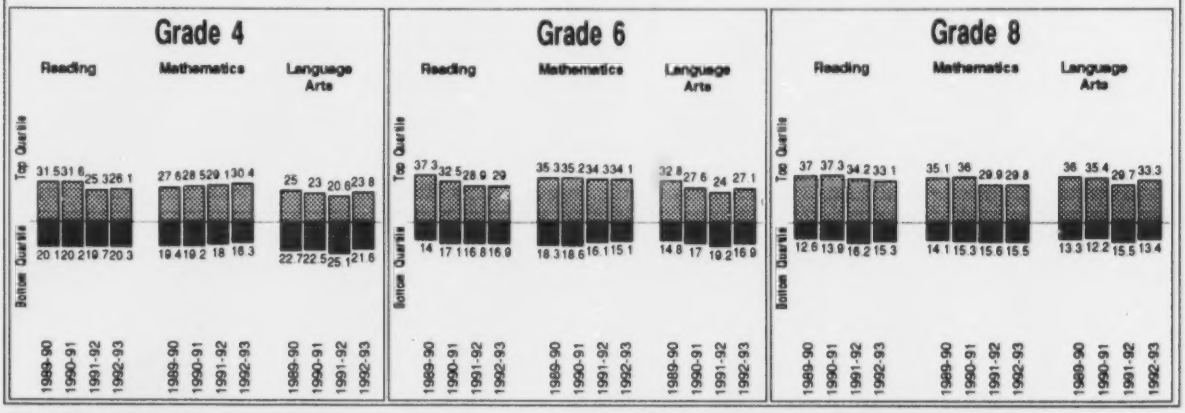
Percent of Students Promoted to the Next Grade

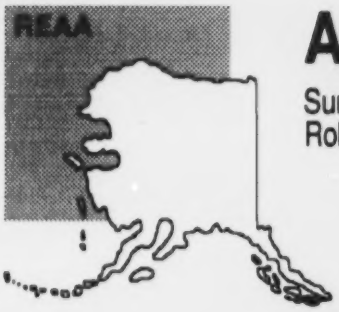
Grade	1	2	3	4	5	6	7	8
1991-92	98.9	99.6	99.8	99.7	99.8	99.8	95.0	96.3
1992-93	98.5	99.3	99.7	99.8	99.9	99.9	95.6	98.1

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	8741	95.1	not collected		not collected		518	5.9	792	9.1
1990-91	9414	95.9	95	0.9	308	3.1	558	5.9	790	8.4
1991-92	9668	93.4	0	0.0	686	6.6	770	7.4	407	3.9
1992-93	10049	95.7	116	1.1	332	3.1	862	8.5	442	4.4





Annette Islands Schools

Summary School District Report Card to the Public
Robert Pratt, Superintendent

District Characteristics

Student Enrollment	397	Schools	2
High School Graduates	25	Population	1,560
Square Miles	8,978	Median Family Income	39,495
Funding Communities	1	Per Capita Income	15,510
		% Unemployment	10.6
		% Adults with H.S. Diploma	77.0

Superintendent's Highlights

The Annette Islands School District serves the Metlakatla Indian Community with a population of 1,500. The island is the only Indian Reserve remaining in Alaska and is comprised of 8,978 square miles. The comprehensive pre K-12 program serves close to 400 students. This district is actively involved in long-range planning and is seeking to update its comprehensive plan.

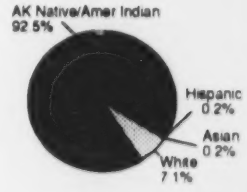
The district is fully accredited K-12 and has a variety of parent interest groups ranging from JOM parent advisory groups to parent-teacher committees. The slogan "In Metlakatla Education is Everyone's Business" is taken seriously and meaningfully. Parent input is constantly encouraged and welcomed.

District Progress Toward Goals

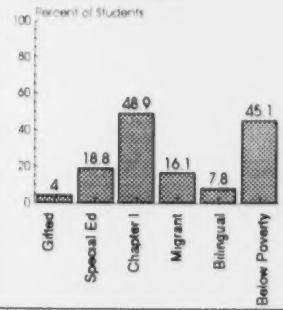
1992-93 GOALS	PROGRESS
■ Continue to review and update the district policy manual.	■ Nearly complete review by Board and Administration. Technical details and questions to be answered
■ Maintain accreditation status by Northwest Accreditation Association.	■ Status has been maintained. Elementary school to begin review by visitation committee
■ Develop and implement a curriculum process.	■ Placed on hold pending review of performance standards for Alaska 2000

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ would like a center for more after school activities ■ would like survival courses ■ want a more realistic view of potential expectations and success in college/vocational opportunities

Parents

■ would like more students going to college ■ would like a better retention rate in college

Community

■ would like the Lepquinum Aquatic Center to be re-opened and have the pool available to the community ■ would like more classes in Native Culture and Language ■ would like a continued community education program

Parent Involvement

- The Annette Islands School District has a variety of advisory groups that work with the school administration and Board of Education. The parent group which provides for extensive interaction is the JOM/Indian Education Advisory Committee. This committee meets each month and is appointed by the Board of Education.

The Community Education Advisory Committee also meets on a monthly basis and is appointed by the Board of Education. The committee advises the district in relation to programs offered for adult education and also college level courses. A major emphasis this year is community recreation and its relation to the school community.

The Board solicits parent hearings, statements and concerns at each board meeting.

Other Indicators of School Performance

- classes in Tsimshian language
- marine vocational training
- on the job vocational training in auto mechanics, food service and retail
- job site placement
- daily student advisory group
- student participation in state honor band
- student finalist in national Geography Bee
- low dropout rate and high graduation rate

Environmental Education

- Annette Islands School District does not have a separate environmental education curriculum; however, the district incorporates the essential elements of environmental concerns through science and social studies units, K-12.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-6	not collected	not collected	5	3.4	will be reported beginning in 1995
1991-92	11	not reported	91.6	4	2.4	reflecting the 1991-92 9th graders
1992-93	-6	3.3	90.2	6	3.5	who graduate

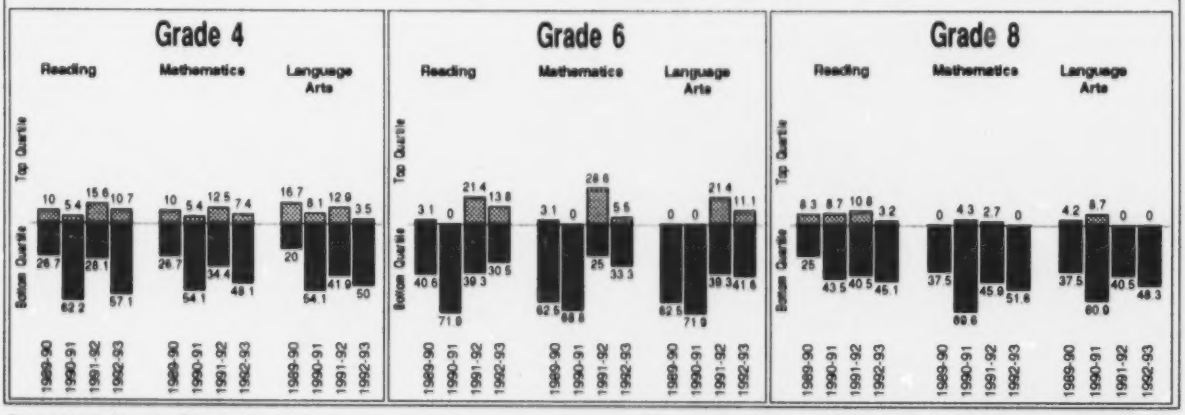
Percent of Students Promoted to the Next Grade

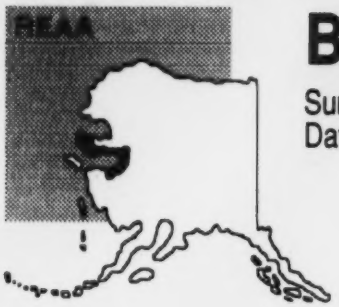
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	86	87.8	not collected		not collected		1	1.2	1	1.2
1990-91	92	92.0	8	8.0	0	0.0	17	18.5	11	12.0
1991-92	97	88.9	10	9.1	2	1.8	8	7.3	5	4.5
1992-93	95	97.9	2	2.0	0	0.0	20	21.0	15	15.7





Bering Strait Schools

Summary School District Report Card to the Public
David Bowling, Superintendent

District Characteristics

Student Enrollment	1,477	Schools	15
High School Graduates	64	Population	5,089
Square Miles	24,240	Median Family Income	30,144
Funding Communities	15	Per Capita Income	10,701
		% Unemployment	11.2
		% Adults with H.S. Diploma	57.0

Superintendent's Highlights

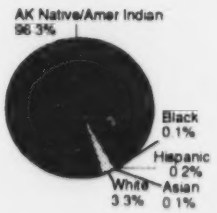
Last year we set as general goals for the district "Working Together, Communicating Together, Making Things Happen Together." With those goals in mind the school board, recognizing the need for a common vision, approved our involvement in a districtwide Strategic Plan. Through the efforts of a group of twenty-two regional individuals we developed a mission statement, parameters, strategies, and objectives for our school district. Through this community-centered Strategic Plan, we can provide quality programs for our students in a supportive environment that will enable them to become productive citizens. These citizens will be recognized for their social, academic, and marketable skills.

District Progress Toward Goals

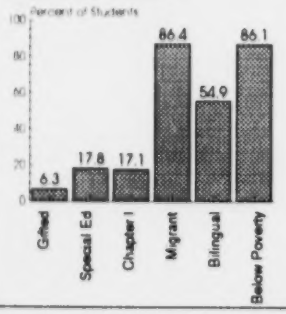
1992-93 GOALS	PROGRESS
■ Initiate and implement a district-wide Strategic Plan.	■ School Board approved the District entering into the Strategic Planning Process; Planning Team met to develop a mission, parameters, strategies, and objectives for the District; Action teams were selected and began meeting to form plans for each strategy
■ Encourage staff and community support necessary for implementation of Outcome Based Education principles.	■ Various materials were sent to the staff and community at each site describing Outcome Based Education; a presentation was made to the Board and to the site administrators concerning the Outcome Based Education Process
■ Continue to seek funding for adequate school facilities.	■ Funding for a new school in Gambell was secured; other sites continued efforts to move up the Capital Improvement Project list

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ increase foreign language choices ■ more student travel for academic activities ■ student travel for sports activities is great

Parents

■ communication between the schools and the parents is good ■ there needs to be more structure and more materials for bilingual classes

Community

■ students need to have more contact time with counselors ■ schools need full time counselors

Parent Involvement

- Advisory Education Committee Meetings
- Films/Videos for Community
- Home visits
- Holiday Program
- Letters to Parents
- Parent Invitational Visitations
- Parent/Teacher Conferences
- Quarterly Attendance/Honors Assemblies
- School Report Card Meetings
- Welcoming Night for Parents
- Early Childhood Family Feast
- Standardized Testing Review Meetings

Other Indicators of School Performance

- students in grades kindergarten through twelve read a total of 706,061 minutes during the year outside of the regular classroom
- 387 students had perfect attendance the 1st quarter, 270 the 2nd quarter, 162 the 3rd quarter and 165 the 4th quarter
- 90 students in grades 7-12 were on the honor roll the 1st quarter, 83 the 2nd quarter, 76 the 3rd quarter, and 73 the 4th quarter
- The District Native Youth Olympic Team placed 2nd in the Statewide Native Youth Olympics

Environmental Education

- The Bering Strait School District does not have a separate Environmental Education Curriculum. Instead, Environmental Education is integrated into the Science curriculum in grades Kindergarten through twelve. All schools are encouraged to develop students' awareness, knowledge, and concern about world, national, state, and local environmental issues. The assessment of this curriculum is done within each classroom as a part of assessing general science concepts.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	2	not collected	not collected	22	4.2	will be reported beginning in 1995
1991-92	6	14.8	90.9	29	5.4	reflecting the 1991-92 9th graders
1992-93	3	21.6	89.9	21	4.0	who graduate

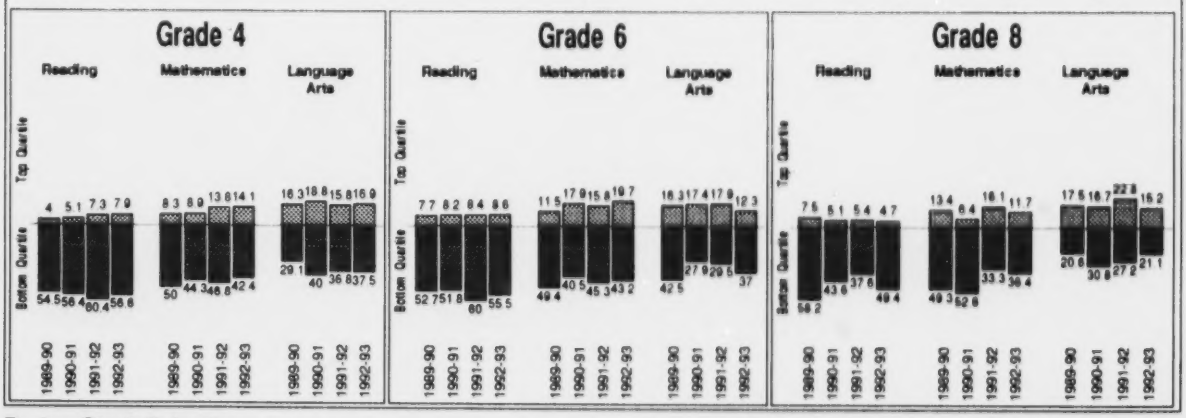
Percent of Students Promoted to the Next Grade

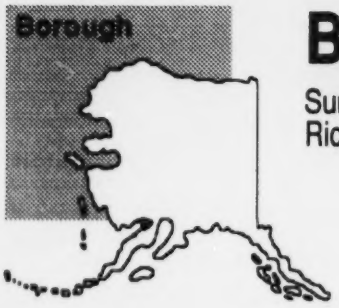
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	99.2	99.2	100.0	100.0	100.0	100.0	99.1
1992-93	96.7	96.9	97.7	99.2	99.1	99.0	98.1	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	259	84.6	not collected		not collected		21	8.1	229	88.4
1990-91	242	87.1	2	0.7	34	12.2	25	10.3	187	77.3
1991-92	284	89.0	3	0.6	33	10.3	22	7.8	213	66.7
1992-93	279	90.2	0	0.0	30	9.7	58	20.7	269	96.4





Bristol Bay Borough Schools

Summary School District Report Card to the Public
Richard Leath, Superintendent

District Characteristics

Student Enrollment	265	Schools	3
High School Graduates	20	Population	1,482
Square Miles	873	Median Family Income	51,112
Funding Communities	2	Per Capita Income	19,123
		% Unemployment	6.4
		% Adults with H.S. Diploma	90.0

Superintendent's Highlights

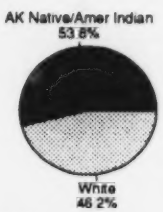
The Bristol Bay Borough's educational plan continues to stress the community's high expectation of high achievement by our students. This plan utilizes a curriculum that allows our students to score well on nationally normed assessment tests. The school district will continue to disseminate information to the general public describing our students' performance on assessment tests.

District Progress Toward Goals

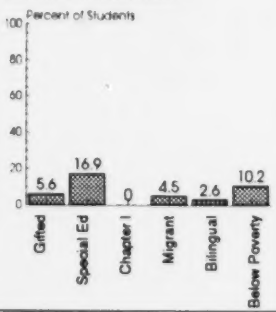
1992-93 GOALS	PROGRESS
■ Provide instructional program enabling our students to score above the 50th percentile on the nationally normed Iowa Test of Basic Skills.	■ The composite scores for the ITBS tests during the Spring of 1993 was 69 percentile
■ Improve the district's image with the public through better communication between the schools and communities.	■ Surveys and questionnaires conducted in April, 1993 indicate a positive attitude regarding the school district image

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ A large percentage of the students indicated they were satisfied with their education ■ Areas of concern are: 1) Relationship between what is taught and their everyday lives, 2) Homework relevant to mastery of subject; and 3) Low school spirit

Parents and Community

■ Overwhelmingly, the parents felt the school was doing an adequate job of providing an education for their students ■ Areas of concern are: 1) Helping students cope with a rapidly changing society, 2) Helping students understand world problems; and 3) Discipline in school

Parent Involvement

- Parent communications with school consist of newsletters, teacher letters and phone calls, and needs surveys. Parents support programs such as open houses, orientations, student performances and awards assemblies. Informational workshops, Resources and Parent/teacher conferences assist parents as learners. Parents volunteer in programs such as PTA, youth activities, and as chaperones and classroom aides. Advisory groups such as IEA, Parent Advisory Committee, District Curriculum Committee - throughout the school year.

Other Indicators of School Performance

-

Environmental Education

- Bristol Bay Borough School District does not have a separate environmental education curriculum.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	3	not collected	not collected	3	2.8	will be reported beginning in 1995
1991-92	8	17.5	93.0	6	5.1	reflecting the 1991-92 9th graders
1992-93	-3	17	93.0	0	0	who graduate

Percent of Students Promoted to the Next Grade

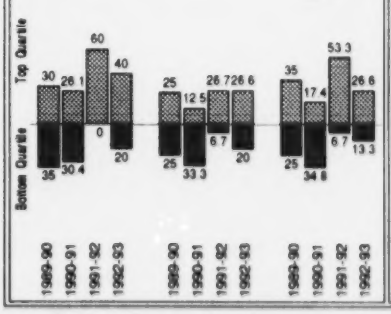
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

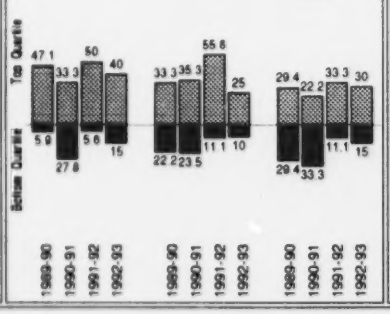
Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	49	89.1	not collected		not collected		0	0.0	4	8.2
1990-91	56	86.2	6	9.2	3	4.6	1	1.8	4	7.1
1991-92	50	89.2	2	3.5	4	7.1	3	5.3	0	0.0
1992-93	51	79.6	3	4.6	10	15.6	2	3.9	0	0.0

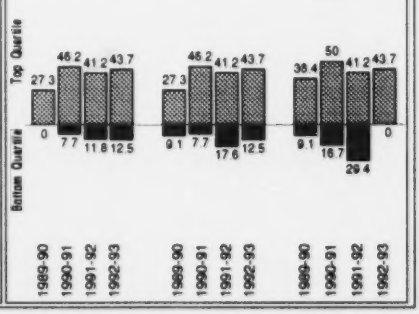
Grade 4

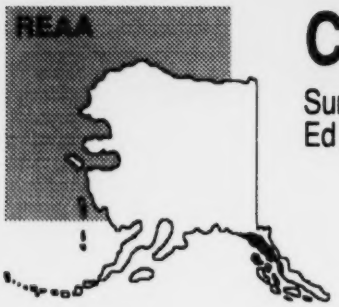


Grade 6



Grade 8





Chatham Schools

Summary School District Report Card to the Public
Ed McLain, Superintendent

District Characteristics

Student Enrollment	349	Schools	9
High School Graduates	15	Population	1,406
Square Miles	43,992	Median Family Income	38,583
Funding Communities	8	Per Capita Income	15,463
		% Unemployment	10.3
		% Adults with H.S. Diploma	78.0

Superintendent's Highlights

District highlights of the year include adoption of a revised district policy, the districtwide training sessions for site advisory guidance committees, and adoption of site based program plans with budgets which reflect local needs and direction.

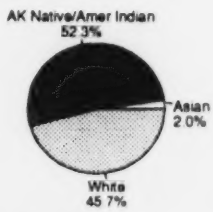
Our plans and efforts reflect the district's concept of "outcome based education" as a tool of empowerment, focus and accountability for site and district — staff, students and communities. Our approach allows the district to "practice what we preach" related to flexibility and individuality of means; while maintaining a districtwide consensus, focus, and commitment to a common district vision and standards.

District Progress Toward Goals

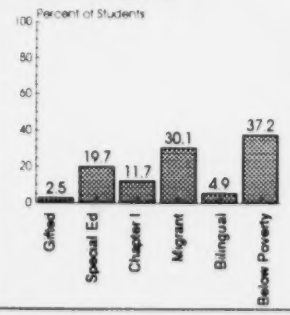
1992-93 GOALS	PROGRESS
■ Implement instructional practices which are consistent with premises and principles of "outcome based education."	■ in support of the district's commitment to OBE the entire district staff participated in inservice/training during the 1992-93 year ■ many strategies utilized in Chatham Schools support OBE
■ Improve and refine district "infrastructure" and practices consistent with premises and principles of "outcome based education."	■ fall districtwide inservice in support of Outcome Based Education ■ site based management was implemented during the 1992-93 school year ■ District Board Policy reviewed and revised at Board/Superintendent sessions ■ site visits by superintendent ■ implementation of district office budget tracking
■ Create and maintain a district climate of support for practices consistent with the premises and principles of "outcome based education."	■ direct instructional leadership provided by the superintendent at districtwide inservice training ■ budget and staffing resources were provided to support OBE training ■ information and support provided to teachers throughout the year

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ appreciate challenges and ablity to give input to school programs ■ like field trips and a balance of academics with other student activities ■ commented on the importance of communication among themselves, teachers and parents

Parents and Community

■ pleased with the curriculum and instruction ■ priority for staffing to meet the diverse needs of students ■ appreciate the schools' facilitation of community involvement ■ want districtwide continuity in the school programs ■ support changes to increase community input and education opportunities with limited resources

Parent Involvement

- School home communication is facilitated primarily through newsletters, teacher correspondence, student and school news and home telephone calls
- Principals reported high levels of attendance and participation at school functions
- Parents volunteer extensive time in the classrooms and participate as teachers and learners in computer, art, reading and writing lessons. A high level of turnout is reported for parent-teacher conferences
- Each Chatham School District community has responded significantly to the district's move toward site based management. Parents are actively involved with school planning through advisory school boards, school guidance and parent advisory committees. Parents provide valuable input on program planning, budgeting and personnel

Other Indicators of School Performance

- Joint staff/school ventures
- Site Based Managment (ASB/Guidance Committees)
- Curriculum
- Instruction and Inservice Support of Outcome Based Education
- Student participation in program planning
- Environmental Education Community "Action" Projects
- Flexible high school scheduling
- Student publications

Environmental Education

- Students in the Chatham District live in remote communities which offer excellent opportunities to study a fascinating variety of wildlife habitats and ecosystems. The district's environmental education program emphasizes student project oriented research and community involvement. Students identify and study real issues that will be a part of their lives as adult community members.

Students K through 12 participate in comprehensive projects which focus on the identification and solution to environmental problems existing in their communities, utilizing research strategies and the scientific method of inquiry.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	9	not collected	not collected	4	2.6	will be reported beginning in 1995
1991-92	-2	3.3	92.5	6	3.7	reflecting the 1991-92 9th graders
1992-93	-7	15.5	93.9	4	2.9	who graduate

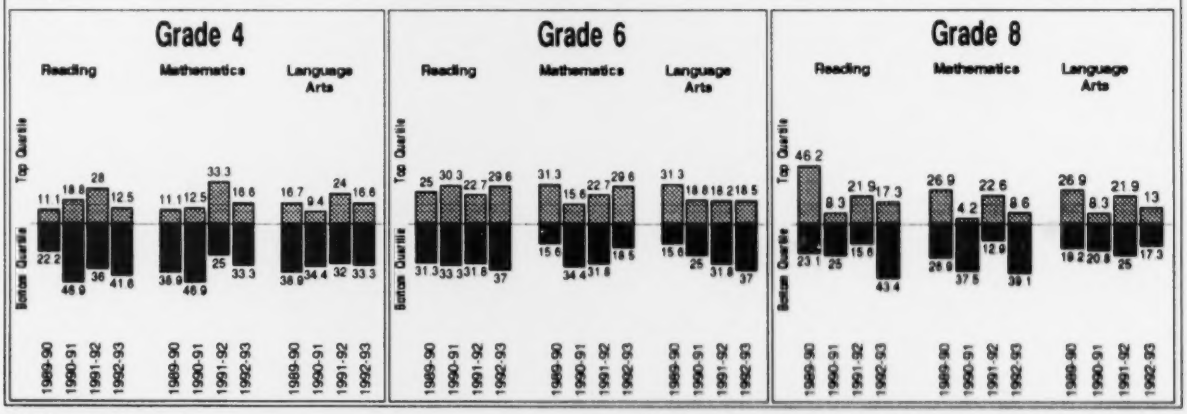
Percent of Students Promoted to the Next Grade

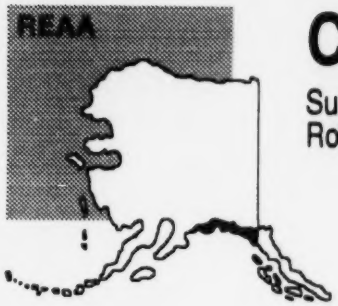
Grade	1	2	3	4	5	6	7	8
1991-92	97.6	100.0	100.0	92.6	97.0	100.0	92.9	93.9
1992-93	100.0	96.2	100.0	100.0	100.0	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	76	91.6	not collected		not collected		8	10.5	15	19.7
1990-91	89	92.7	1	1.0	6	6.3	3	3.4	15	16.9
1991-92	79	92.9	2	2.3	4	4.7	5	5.8	0	0.0
1992-93	74	96.1	2	2.6	1	1.3	6	8.1	12	16.2





Chugach Schools

Summary School District Report Card to the Public
Robert Brown, Superintendent

District Characteristics

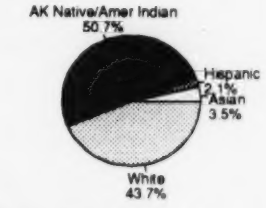
Student Enrollment	132	Schools	6
High School Graduates	7	Population	935
Square Miles	20,200	Median Family Income	47,500
Funding Communities	5	Per Capita Income	22,772
		% Unemployment	8.7
		% Adults with H.S. Diploma	79.0

Superintendent's Highlights

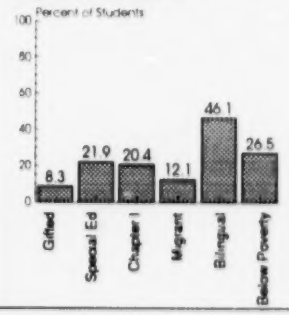
The District is moving forward on its instructional improvement plan. Courses have been re-defined with increased emphasis in technology. Mathematics has been standardized throughout the District; reading and science enrichment programs have been implemented. Currently the Curriculum Committee is working on language arts. It is the overall goal of the District to work with the Department of Education in establishing relevant performance standards in mathematics, language arts and science.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Students will acquire skills to solve problems, think critically, and communicate effectively.	■ current curriculum promotes the described attributes in all subject areas
■ Students will acquire job-entry-level skills, and the knowledge necessary for further education.	■ the district's vocational education program is growing
■ Students will learn to enjoy the learning process and make positive future growth.	■ ITBS test scores show positive trend over 3-year period
■ Students will obtain knowledge of physical, biological, social, and environmental issues and principles.	■ the district's current curriculum review process will ensure that the students will receive a solid and complete education
■ Students will become more involved in political decision-making.	■ schools currently have student councils, and the Close-Up and AFN programs are offered
■ Students will be given the opportunity to learn about cultural difference and to express themselves socially and artistically.	■ the STARS system is being implemented, and various art and music programs are being offered
■ Students will acquire knowledge of physical and emotional health and self-worth.	■ current health materials have been purchased and distributed, and access to counseling programs through special programs are being provided

Comments on School's Performance

Students, Parents and Community Members

Students

■ would like more field trips ■ would like a wider variety of electives ■ are interested in counseling services

Parents

■ would like to see counseling services at the schools ■ are interested in a wider variety of course offerings ■ want to see more services for special education students

Community

■ feels that the district needs to work on job skills for all graduating students ■ appreciates the ability to use the school facilities for community based events ■ feels that the schools need to continue with a strong discipline program

Parent Involvement

- Educational Advisory Committee meetings
- regularly scheduled community meetings at school facilities
- community library within school facility
- Parent-Teacher conferences
- open gym - community activities
- school holiday programs, pot luch dinners
- portfolio system - shared at Parent-Teacher conferences

Other Indicators of School Performance

- Student Assessment: ITBS test scores show 8% increase in math; 22% increase in reading and 15% increase in language over previous year.
- 25 Tatitlek students have written own books as results of portfolio assessment
- number of graduates
- Geography Bee
- Close-Up
- AFN participation
- Tatitlek sponsored 3 Russian artists for program

Environmental Education

- Chugach School District does not have a separate environmental education curriculum, however, environmental education concepts are integrated within science classes grades 4-12. The three major goals of the district are: 1) to preserve and use the environment wisely; 2) to create awareness of the Earth's environment and how people offset the environment; and 3) to understand the food chain. Science curriculum and lesson plans are reviewed and revised as necessary to ensure environmental concepts are addressed. Standardized test scores are also used to evaluate the science curriculum.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	8	not collected	not collected	0	0	will be reported beginning in 1995
1991-92	13	25	92.7	0	0	reflecting the 1991-92 9th graders
1992-93	3	18.9	89.9	6	12	who graduate

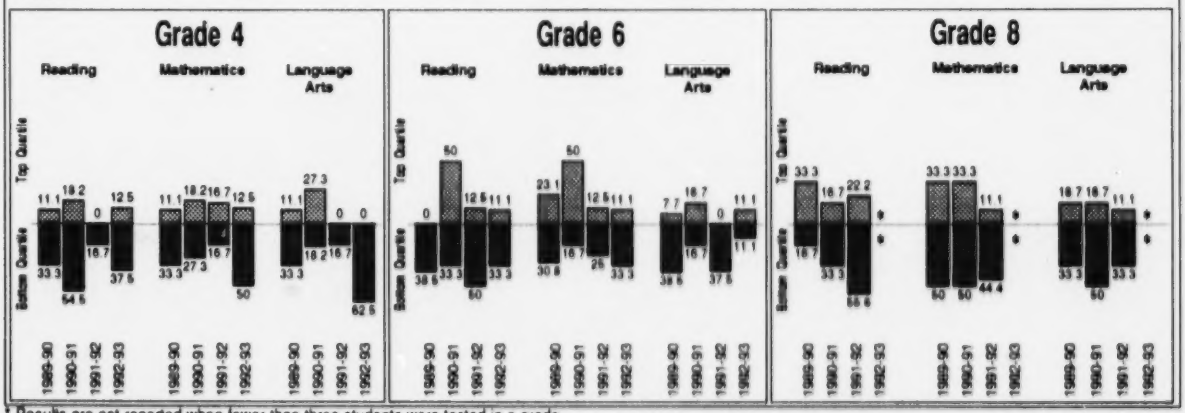
Percent of Students Promoted to the Next Grade

Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

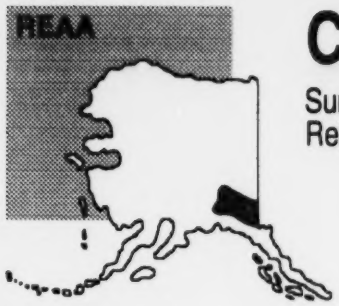
Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	28	93.3	not collected		not collected		4	14.3	10	35.7
1990-91	23	88.5	3	11.5	0	0.0	2	8.7	4	17.4
1991-92	23	92.0	2	8.0	0	0.0	0	0.0	0	0.0
1992-93	18	85.7	3	14.2	0	0.0	0	0.0	2	11.1



* Results are not reported when fewer than three students were tested in a grade.



Copper River Schools

Summary School District Report Card to the Public
Reid Straabe, Superintendent

District Characteristics

Student Enrollment	608	Schools	10
High School Graduates	21	Population	2,785
Square Miles	20,649	Median Family Income	47,500
Funding Communities	8	Per Capita Income	22,772
		% Unemployment	8.7
		% Adults with H.S. Diploma	84.0

Superintendent's Highlights

The CRSD has embarked on long range planning to address numerous issues. It shall involve all of the players in the district including community, patrons, parents, board members, administration, teachers, students, and other personnel. One of the overall ramifications of the long range plan is that the people involved consider the CRSD as a whole, and develop a consensus for our district-wide school improvement plan.

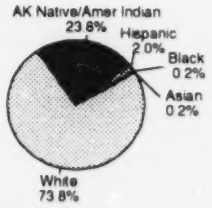
Additionally, the CRSD is exploring the implementation of Interactive Television (I-TV) across the district. This will enable a quality curriculum for all of our sites based upon our teaching resources at each of our schools.

District Progress Toward Goals

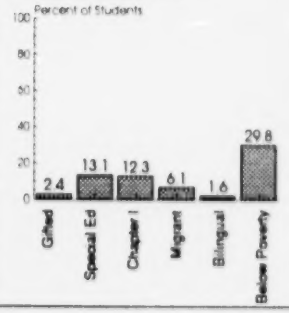
1992-93 GOALS	PROGRESS
■ Review and revise the curriculum with a focus on preparing students for the future.	■ Purchased two new curriculum series, including supplemental materials in technology
■ Develop a comprehensive plan for the use of technology.	■ The technology committee was rejuvenated to address real needs vs. perceived needs
■ Implement a hiring and staff development plan to insure that the best qualified individuals are available.	■ The announcement for staff openings are comprehensive with a listing of required qualifications ■ The Board passed a dual certification policy ■ All applicant finalists are interviewed by an interview team

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ Students are proud of their schools ■ Drugs or alcohol are not a problem in our school ■ Students would like a longer lunch period

Parents

■ Parents feel that they are involved in school activities ■ Parents would like to see extra-curricular activity programs continue ■ There is good communication between the school and parents

Community

■ Plan programs for current and future business needs ■ Schools need to prepare students for the world of work ■ Technology education is important in schools

Parent Involvement

- Fund-raising for student activities
- Volunteers are sought and encouraged
- Tutoring, office help, chaperones
- Curriculum groups
- PTA/PTO, Band Boosters, Parents of Hockey/Football/ et al.
- Curriculum development, textbook selection

Other Indicators of School Performance

-

Environmental Education

- Copper River School District does not have a separate environmental education curriculum. Environmental Education instruction is delivered through an interdisciplinary approach, grades K-9. Teacher lesson plans are reviewed and revised as necessary, to provide activities to strengthen students' environmental decision-making skills. The three major goals are: 1) to show awareness of and respond in a positive manner to beauty and predictability in the environment; 2) to appreciate importance of environment to all living things; and 3) to understand the fragile nature of environmental balance and the resonsibility of people, for maintaining and restoring that dynamic balance.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-0.3	not collected	not collected	5	2.2	will be reported beginning in 1995
1991-92	2	2.6	92.2	5	2.1	reflecting the 1991-92 9th graders
1992-93	3	11.6	91.8	8	3.2	who graduate

Percent of Students Promoted to the Next Grade

Grade	1	2	3	4	5	6	7	8
1991-92	97.9	98.0	100.0	100.0	97.9	98.0	94.0	95.7
1992-93	95.8	100.0	100.0	100.0	100.0	100.0	94.7	92.2

Standardized Test Results • Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

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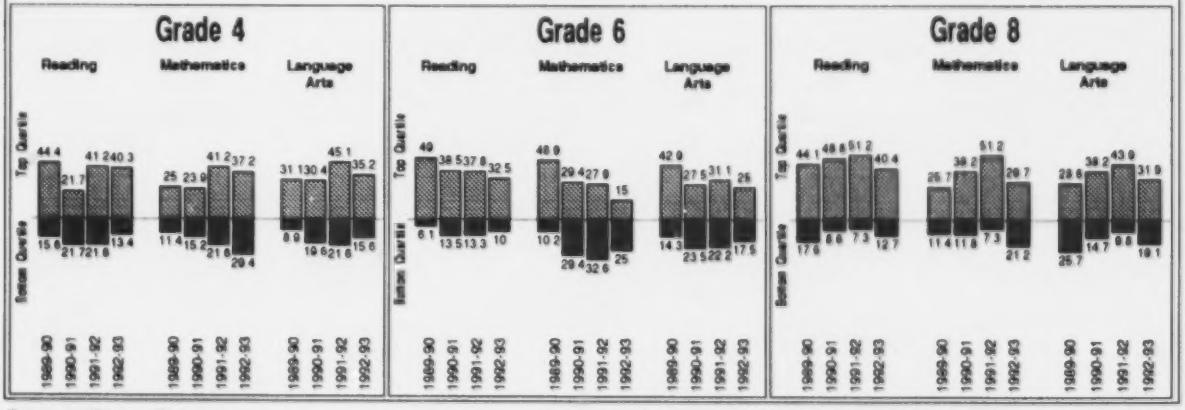
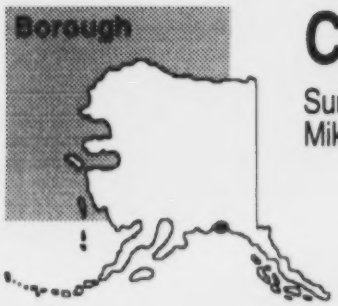
1989-90	129	94.9	not collected		not collected		14	10.9	1	0.8
1990-91	133	91.7	12	8.3	0	0.0	11	8.3	10	7.5
1991-92	137	93.8	9	6.1	0	0.0	6	4.1	0	0.0
1992-93	139	85.2	16	9.8	8	4.9	4	2.8	0	0.0





Cordova City Schools

Summary School District Report Card to the Public
Mike McHone, Superintendent

District Characteristics

Student Enrollment	503	Schools	2
High School Graduates	21	Population	2,661
Square Miles	6	Median Family Income	47,500
Funding Communities	1	Per Capita Income	22,772
		% Unemployment	8.7
		% Adults with H.S. Diploma	85.0

Superintendent's Highlights

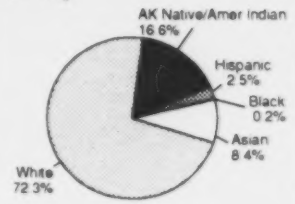
Cordova School District is not unique. It is not necessary to use terminology to describe failures, successes, weaknesses, or strengths. Based on the numbers gathered for this report, Cordova scores very well. In today's society, as it was in yesterday's society, and will be in tomorrow's: the challenge for all of us is to maintain and improve.

District Progress Toward Goals

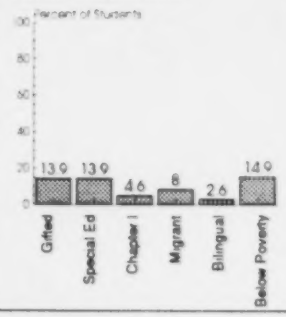
1992-93 GOALS	PROGRESS
■ Develop strategies to guide the community in focusing on technology and education for the twenty-first century.	■ Held inservice in January 1993 - software availability - tools to use - types of equipment available ■ Purchased 20 computers, 30 word processors, 2 large-screen video projectors by end of 1992-93 school year ■ Each classroom has at least one computer ■ Purchased new software to use with new equipment

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

- based on a freshman survey: a majority of the students felt they always or usually belonged
- a majority felt teachers were available to help with schoolwork

Parents

- They are considered and valued but one needs to remember for every opinion about something, there is an opposite opinion that is often expressed more loudly

Community

- I sincerely believe the local schools are doing the very best they can (In fact, excellent.)
- Good teachers who are willing to do extra work ■ good swimming program ■ available opportunities open to all students

Parent Involvement

- Parent Questionnaire
- Seventh Grade Parent Orientation
- Athletic Banquet Organization
- Class Projects
- Senior Day
- Ticket Takers for School Events
- Chaperones for Travel and Dances
- Parental Involvement Through PTA
- Elementary Classroom Parties
- Field Trips
- Health Fair
- School Pictures
- Parent University

Other Indicators of School Performance

- School Match, the nation's largest school selection consulting firm, announced that Cordova School District has been honored with "What Parents Want" award for 1993. Recognition granted for meeting the needs of families.

Environmental Education

- The elementary school is involved with local environmental and ecological studies at all grade levels during the Month of May. Our program is an extension of the Sea Week program. We use an integrated thematic approach. Students research specific topics, go on field trips, listen to local experts and write reports. Students at all elementary levels are encouraged to get the most out of our resources by using both sides of their paper whenever possible. Teachers recycle magazines, newspapers, milk cartons and paper rolls for classroom projects. Students are encouraged to put used crayons, pencils and paper into a recycling box which is given to summer programs.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	2	not collected	not collected	3	2	will be reported beginning in 1995
1991-92	9	14.5	92.9	5	2.7	reflecting the 1991-92 9th graders
1992-93	5	6.7	89.6	1	0.5	who graduate

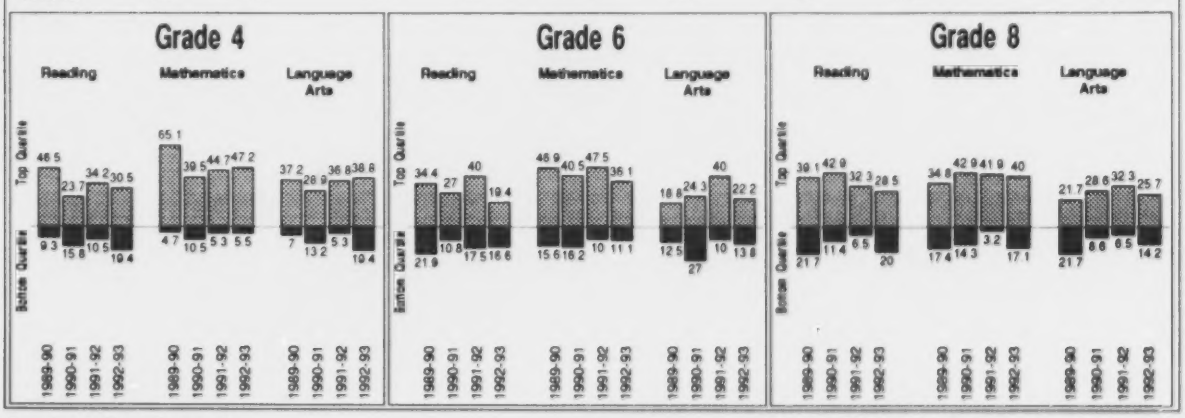
Percent of Students Promoted to the Next Grade

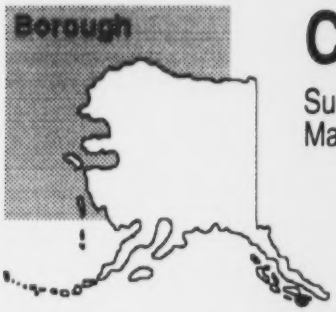
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	97.1	97.1
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	95.2	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	98	94.2	not collected		not collected		7	7.1	0	0.0
1990-91	110	100.0	0	0.0	0	0.0	14	12.7	10	9.1
1991-92	109	93.1	0	0.0	8	6.8	9	7.6	5	4.2
1992-93	107	96.4	4	3.6	0	0.0	5	4.6	1	0.9





Craig City Schools

Summary School District Report Card to the Public
Martin Laster, Superintendent

District Characteristics

Student Enrollment	357	Schools	2
High School Graduates	10	Population	1,455
Square Miles	10	Median Family Income	39,495
Funding Communities	1	Per Capita Income	15,510
		% Unemployment	10.6
		% Adults with H.S. Diploma	83.0

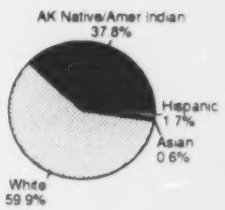
Superintendent's Highlights

The crux of the improvement efforts that are being made in the Craig City Schools center around collaboration and involvement. We are refining good schools so they are increasingly more effective with all students, regardless of their pace or learning style. To do so, it becomes more essential that we utilize all the expertise that is available in the school and community.

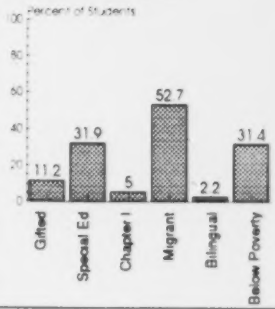
I am proud to be part of a district that is taking a thoughtful, proactive view of the future and its implications for students. CCS has the individual and collective strength of character to address these challenges in a manner that demonstrates an excellent model of our expectations for students.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Develop and implement a consistent, innovative and global K-12 curriculum in all subject areas, with established outcomes at each level.	■ completed exit outcomes ■ drafted English and Math Program outcomes
■ Jointly examine all current K-12 course offerings at Craig, Klawock and Hydaburg to provide increased educational opportunities and reduce costs through cooperation and shared services.	■ shared testing services for Special Education ■ wrote a grant for tri-district interactive video classrooms
■ Coordinate all special services and deliver those services in an integrated setting.	■ supported slight increase in percentage of students served through inclusion model
■ Develop and implement an intervention plan for students identified as chronically tardy or absent.	■ completed a review and revision of attendance policy ■ generated small increase in attendance rate
■ Design a staff development program which will facilitate the implementation of the school district's mission statement.	■ continued opportunities for responsibility training ■ experienced over 80% attendance of voluntary staff development sessions ■ continued opportunities for the development of outcomes
■ Establish a defined program of communication for improving parental and community involvement K-12.	■ increased use of the Island News ■ greater emphasis on Panther Rumblings ■ increased use of Craig School TV Channel ■ continued increased involvement of community in educational decision building, for example, PTSA, Strategic Planning and the Health Curriculum Committee

Comments on School's Performance

Students, Parents and Community Members

Students

■ "I would like to see expanded student activities." ■ "Most teachers are willing to give students individual help outside of class." ■ "The counselor is accessible if I need help solving problems."

Parents and Community

■ "The schools are overcrowded; new facilities are needed to accommodate student growth." ■ "My child's teacher is generally available when I need to see him/her." ■ "I see the Craig City School District moving in a positive direction."

Parent Involvement

- The community had strong representation on the strategic plan review team
- There was a wide base of parent and community involvement in the assessment of the Craig City Schools Health Education Curriculum
- Increased support as expressed by even more positive responses to the Parent Survey
- Increased parent support at student activities, functions and award assemblies
- Development of a strong Parent-Teacher-Student Association
- Increased communication through newsletters, cable TV, phone calls and open houses

Other Indicators of School Performance

- significantly increased participation rate at parent conferences
- increased summer school enrollment
- initiation of summer school computer program
- an increase in the number of students on the Honor Roll
- increased participation in the Band Program

Environmental Education

- Craig City School District provides courses whose topics focus on environmental education or natural resources conservation. The three major goals for environmental education are: 1) Students have a knowledge of diverse ecosystems; 2) Students realize the use of and need for wise management of natural resources; and 3) Students are aware of global environment issues and work to solve local environmental programs. Teachers work toward these goals through use of the following materials and curriculum: 1) Alaska Wildlife Week; 2) Sea Week; 3) Alaska's Mineral Kit; and 4) Project Wild and Project Learning Tree

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	19	not collected	not collected	5	5.1	will be reported beginning in 1995
1991-92	4	25.1	92.7	0	0	reflecting the 1991-92 9th graders
1992-93	13	43.0	93.0	3	2.6	who graduate

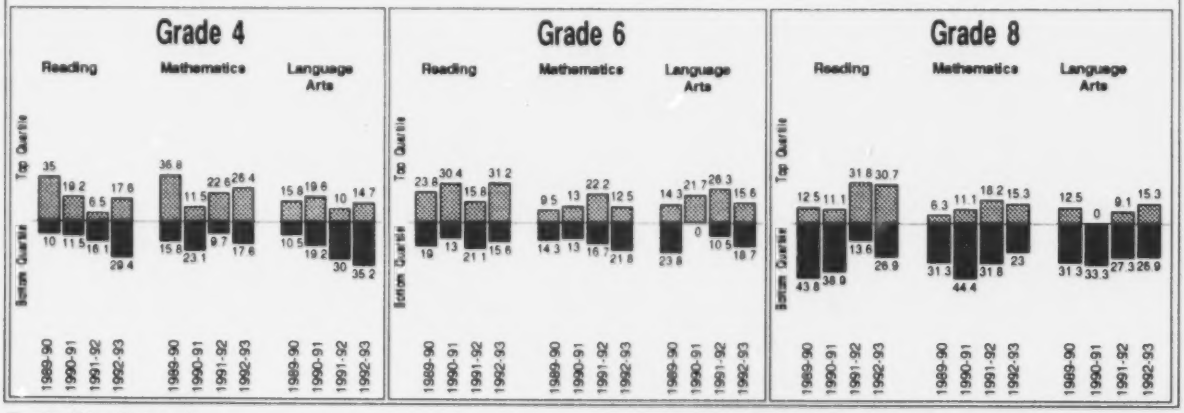
Percent of Students Promoted to the Next Grade

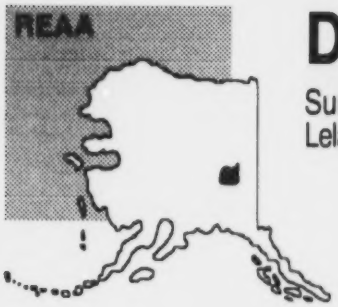
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	57	96.6	not collected		not collected		3	5.3	0	0.0
1990-91	67	89.3	1	1.3	7	9.3	0	0.0	0	0.0
1991-92	72	96.0	0	0.0	3	4.0	2	2.8	0	0.0
1992-93	92	100.0	0	0.0	0	0.0	12	13.0	1	1.0





Delta/Greely Schools

Summary School District Report Card to the Public
Leland A. Clune, Superintendent

District Characteristics

Student Enrollment	960	Schools	4
High School Graduates	38	Population	4,118
Square Miles	7,182	Median Family Income	30,222
Funding Communities	2	Per Capita Income	12,505
		% Unemployment	13.3
		% Adults with H.S. Diploma	89.0

Superintendent's Highlights

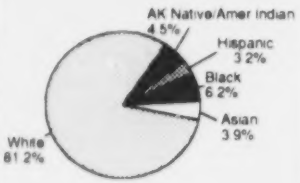
The Delta/Greely School District has completed another year in reaching the 1995 goals established in 1991. We are proud of the advances we have made and we are glad to share our progress with others. This past school year, we continued to focus on the graduation class of 1995 and the overall school improvement process as part of that focus. We emphasized course content and direction this past year through agreements with the university for an articulation program to gain college credit for students. Career awareness was expanded through additional course offerings in computers, drafting, academic preparation, plus the expansion of technology throughout the district.

District Progress Toward Goals

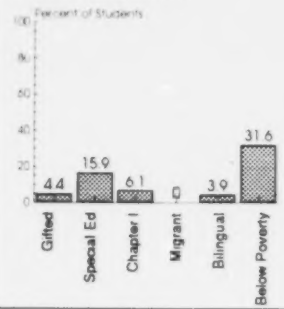
1992-93 GOALS	PROGRESS
■ Graduates will acquire a positive self image by successfully completing an individualized four year program of study.	■ developed Memorandum of Agreement with UAF for articulation in the areas of computers and metals ■ 30% increase of 7-12 student involvement in school activities
■ Demonstrate the ability to formulate problem, search and locate source material, compile data, interpret and evaluate sources of information and draw relevant conclusions.	■ increased course offerings in computers, computer assisted drafting (CAD), Academic Preparation ■ expanded the Winnebego system for automated library services
■ Graduates will successively complete a four year program of study and demonstrate minimum competencies in English, science, math and social studies.	■ expanded four-year academic planning process ■ completed articulation of agreement with UAF
■ Graduates will have basic competencies in understanding and using technology.	■ provided a minimum of one computer per classroom at the high school ■ expanded the availability and utilization of technology throughout the district

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ Students need to be encouraged to realize and take advantage of all the educational opportunity offered

Parents

■ Parents of elementary and high school students are frequently involved in school functions and encourage schools to contact them frequently

Community

■ New school buildings are really needed ■ The elementary school is overcrowded

Parent Involvement

- parents receive communications through district newsletters, teachers notes, and surveys
- parents attend conferences, concerts/ plays, open houses and sports events
- parents assist students with homework and volunteer in classrooms

Other Indicators of School Performance

- Delta Greely students are very involved in school programs and their accomplishments are recognized in many ways. Student achievement recognition includes:

Battle of the Books	Student of the Month
Close-Up	Geography Bee
Academic Decathlon	RSVP
Spelling Bees	Special Awards

Environmental Education

- The Delta/Greely School District does not have a specific curriculum in environmental education, but applies environmental education across the district at all grade levels. Delta/ Greely provides a strong environmental emphasis in the high school curriculum. The three major goals of the environmental education program are: 1) pollution/recycling; 2) wildlife habitat/ecology; and 3) chemicals in the environment. Pollution/recycling concepts are emphasized at both the elementary and secondary levels. Wildlife concepts are targeted to elementary students, while environmental chemicals concepts are the focus of 7-12 programs.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-2	not collected	not collected	17	5.3	will be reported beginning in 1995
1991-92	1	2.6	93.2	5	1.5	reflecting the 1991-92 9th graders
1992-93	13	18.1	93.0	5	1.2	who graduate

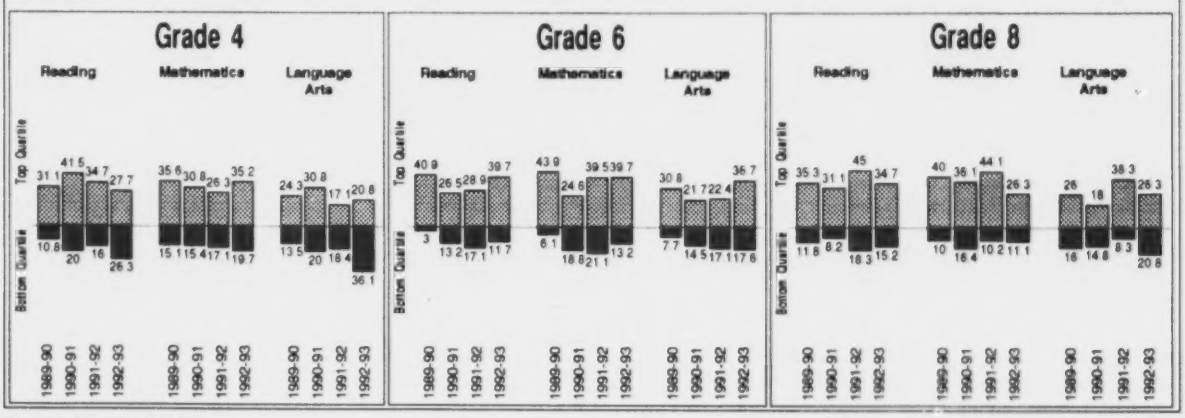
Percent of Students Promoted to the Next Grade

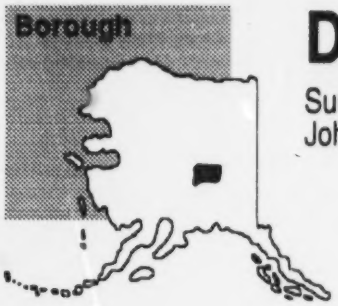
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	98.4	100.0	98.8	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	98.5	100.0	98.6

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	192	88.5	not collected		not collected		5	2.6	2	1.0
1990-91	195	96.5	4	2.0	3	1.5	17	8.7	11	5.6
1991-92	212	95.0	9	4.0	2	0.9	21	9.4	6	2.6
1992-93	212	96.3	4	1.8	4	1.8	12	5.6	2	0.9





Denali Borough Schools

Summary School District Report Card to the Public
John Novak, Superintendent

District Characteristics

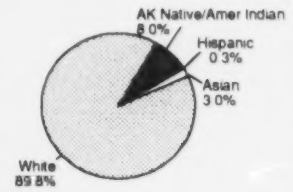
Student Enrollment	370	Schools	4
High School Graduates	19	Population	1,670
Square Miles	8,978	Median Family Income	47,884
Funding Communities	3	Per Capita Income	18,515
		% Unemployment	10.6
		% Adults with H.S. Diploma	88.0

Superintendent's Highlights

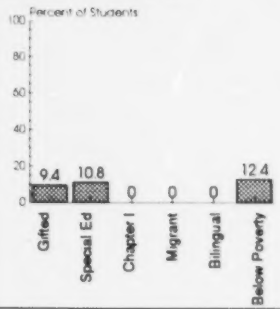
Denali Borough School District continues to respond to the workforce related reform efforts proposed by state and national goals 2000 and to expand the curriculum available to students. Utilization of technology and maintenance of high academic standards remains the focus of our curriculum efforts. Economic development in th district particularly related to tourism and electrical generation will increasingly focus our energies on providing adequate facilities to house student programs.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Maintain high levels of student achievement and performance, and articulate such performance to the public.	■ average achievement test scores for all grade levels on the Iowa Test of Basic Skills is 68.7% ■ feedback regarding student performance has been collected and reported to the public at regular meetings of the Board of Education
■ High school graduates will be aware of opportunities and avenues available to them upon graduation.	■ the district conducted a survey of high school graduates; survey results shared at Fall registration ■ all juniors and seniors in the district compiled a career portfolio
■ Students enrolled will demonstrate a positive attitude toward learning.	■ student attendance continues to improve and stands at approximately 92% ■ 90% of high school students are involved in one or more student activities ■ feedback from students and parents is used to develop the regular high school course offerings and to determine levels of interest in elective courses offered
■ Provide appropriate, modern, well-maintained physical facilities that assure an environment conducive to high levels of academic achievement for all students.	■ the district completed an inventory and condition survey of the Tri-Valley School that demonstrated the need for improvements. $3.25 million dollars was appropriated by the legislature for Phase 1 of the project ■ code upgrade projects have been initiated at the Anderson and Tri-Valley Schools

Comments on School's Performance

Students, Parents and Community Members

Students

■ Tri-Valley students would like to have more foreign language classes, a swimming pool and a leadership class ■ Cantwell students like the teachers/classes, feel they receive more attention, have increased learning opportunities, and would like a bigger gym ■ Anderson students say, "It's the best school I've ever been to," and "Friendly family atmosphere." Also, the activities program is well liked by all students.

Parents and Community

■ Creative caring staff ■ Enjoy the small classes ■ Would like to see a hot lunch program ■ Individualized-personalized teaching ■ Open door policy that makes you feel you are welcome to visit anytime ■ Teachers are willing to work together with parents

Parent Involvement

- Field trips
- "Resident Experts"
- "Partners in Education" - PIE night
- Booster Club
- Chapter 1 Reading
- AIDS Awareness/Information
- 1st Grade reading night
- Almost all of our substitute teachers and teacher aides have children in the schools. Parents volunteer their time to serve as regular classroom aides in their child's classroom
- Our communities have many experts in a wide range of avocational interests including the Iditarod and Yukon Quest sled dog race winner, professional artisans, and National Park rangers. Many of these "resident experts" are parents with children in our schools who willingly share their knowledge in the classrooms throughout the district

Other Indicators of School Performance

- The following assessment tools are used: career portfolios, Elementary assessment portfolios, district writing assessment, Alaska Direct Writing Assessment, President's Challenge Physical Fitness Testing, Armed Services Vocational Aptitude Test, PSAT, SAT and ACT Tests, ITBS and TAP
- The district has implemented a survey of our high school graduates
- Student participation is supported in the following ways: Battle of the Books, Academic Decathlon and Pentathlon, RSVP, National and Alaska Close-Up, State Spelling and Geography Bees, AASG, Science Fair, Native Youth Olympics, Art In The Capitol

Environmental Education

- Denali Borough School District follows a Board-adopted environmental education curriculum. The Environmental Education curriculum is imbedded in the K-12 Social Studies and/or science curriculum. The goals of the curriculum are: 1) students will understand relationships and interactions of people and communities with the environment; 2) students will understand how resource development needs and environmental conservation needs are related/balanced; and 3) students will become responsible consumers. Evaluation of the program is provided through feedback from curriculum committee members and staff. Student projects involving conservation measures are reviewed.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-4	not collected	not collected	4	3	will be reported beginning in 1995
1991-92	-1	22.6	93.3	3	2.3	reflecting the 1991-92 9th graders
1992-93	12	13.4	92.4	1	0.7	who graduate

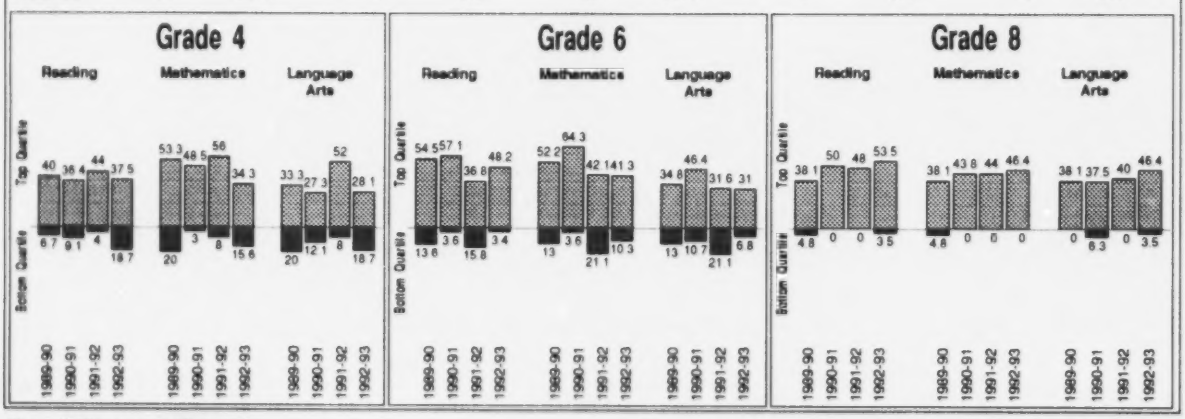
Percent of Students Promoted to the Next Grade

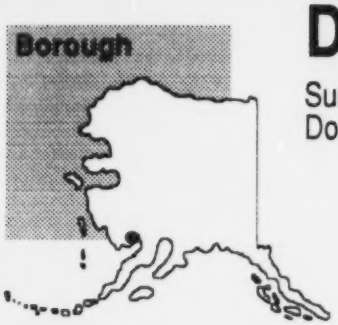
Grade	1	2	3	4	5	6	7	8
1991-92	95.8	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	59	80.8	not collected		not collected		0	0.0	0	0.0
1990-91	77	81.9	8	8.5	9	9.6	0	0.0	1	1.3
1991-92	69	88.4	3	3.8	6	7.6	0	0.0	0	0.0
1992-93	89	84.7	4	3.8	12	11.4	1	1.1	0	0.0





Dillingham City Schools

Summary School District Report Card to the Public
Don Renfroe, Superintendent

District Characteristics

Student Enrollment	488	Schools	2
High School Graduates	19	Population	2,095
Square Miles	22	Median Family Income	28,779
Funding Communities	1	Per Capita Income	12,782
		% Unemployment	8.4
		% Adults with H.S. Diploma	82.0

Superintendent's Highlights

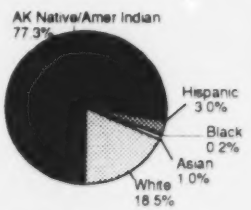
The Dillingham City School District is continuing its restructuring process using OBE as the vehicle of change. The School Board recently appointed a steering committee which will meet soon to begin a strategic planning process that will develop the goals, objectives and strategies. This School Improvement Plan will be the central focus of education in our community well into the new century.

District Progress Toward Goals

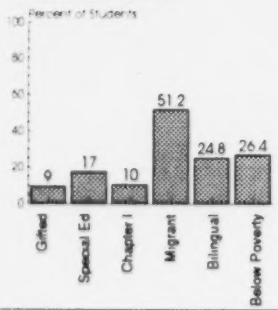
1992-93 GOALS	PROGRESS
■ Improve student achievement through outcome-based education	■ districtwide curriculum focus on math in grades K-12 ■ OBE units have been developed following the identification of critical skills ■ science was chosen as the next discipline for which OBE units would be developed ■ inservices centered primarily on Outcome Based Strategies
■ Improve communication between home, community and schools	■ parents were invited to open houses ■ districtwide calendar of events was sent to each household ■ parent/teacher conferences - first and third terms ■ the principal and teachers made phone calls to parents ■ high school counselor did an evening workshop for parents ■ installed video cameras in the busses to provide parents the opportunity to observe inappropriate behavior when it occurs ■ parents are frequently involved as aides in the classrooms ■ recognition programs for students on a weekly basis

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ need more individualized help with school work ■ 59% of students liked outcome-based education ■ 75% of students liked to use computers

Parents

■ believe the district is meeting the needs of most of the children and support higher expectations of students ■ believe that most students who graduate can be successful at either a job or college experience

Community

■ students should have better job entry skills/work ethic ■ believe the School Board does a good job at allocating resources ■ most students have positive attitude and high self-esteem

Parent Involvement

- open houses
- newspaper
- Parent/Teacher conferences
- phone calls to parents
- letter from the principal
- evening workshop for parents
- special programs
- Kids Kount Association (formed by parents)
- videos of special programs
- open invitation to parents

Other Indicators of School Performance

- sixty-eight percent of the past 5 years of graduates are attending some post secondary education program
- seventy-three percent of the high school students participate in athletic activities
- eighty-five percent of the high school students participate in some extra curricular activity

Environmental Education

- Dillingham City School District provides environmental education for students K-6 and 9-12. The focus includes: 1) resource development balanced with environmental safeguards; 2) pollution prevention, waste reduction and recycling; 3) wildlife populations; and 4) marine/aquatic/fishing. Overall, students are becoming more conscious of environmental issues. Discussions of ways to improve the environment, active participation in recycling, fish counting, tagging, sorting and identifying, and city dump samples are just a few examples of their environmental awareness.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	7	not collected	not collected	7	4.1	will be reported beginning in 1995
1991-92	5	13.7	93.5	4	2.1	reflecting the 1991-92 9th graders
1992-93	-3	10.8	92.4	5	2.6	who graduate

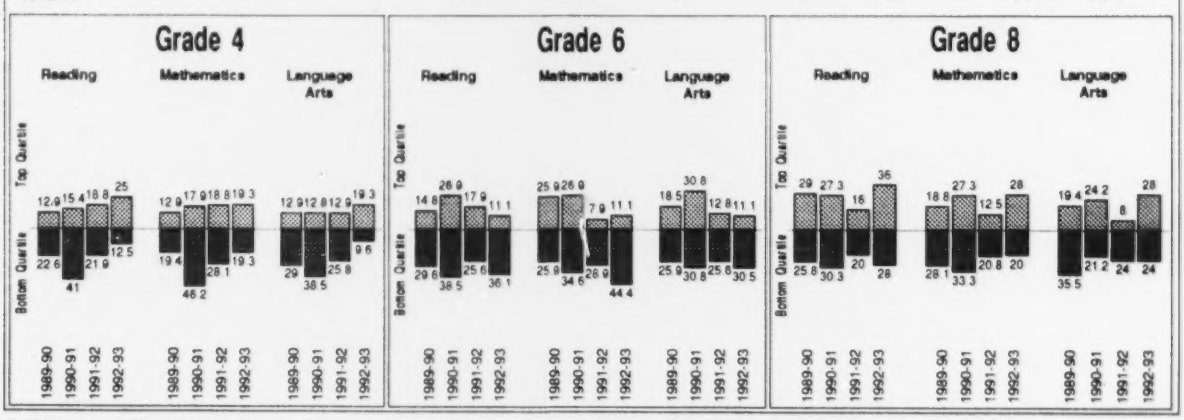
Percent of Students Promoted to the Next Grade

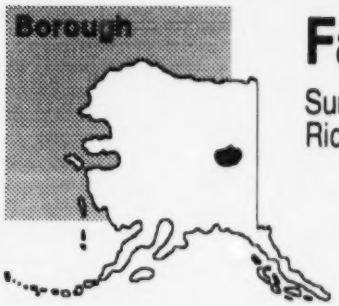
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	97.6	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	89	86.4	not collected		not collected		4	4.5	15	16.9
1990-91	98	89.9	2	1.8	9	8.3	10	10.2	25	25.5
1991-92	96	91.4	1	0.9	8	7.6	14	13.3	49	46.6
1992-93	93	90.2	0	0.0	10	9.7	2	2.1	58	62.3





Fairbanks North Star Borough Schools

Summary School District Report Card to the Public
Rick Cross, Superintendent

District Characteristics

Student Enrollment	15,251	Schools	30
High School Graduates	653	Population	81,383
Square Miles	7,361	Median Family Income	37,468
Funding Communities	5	Per Capita Income	15,914
		% Unemployment	9.4
		% Adults with H.S. Diploma	90.0

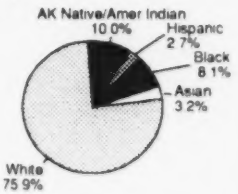
Superintendent's Highlights

Fairbanks is a diverse and dynamic community where parent involvement must meet many different needs and expectations. Our school staff have worked hard to improve communication with parents and enhance opportunities for parent involvement. Results of the 1992-93 Community Public Opinion Poll showed that these efforts are paying off.

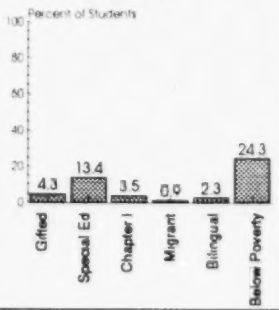
Students' learning and school experiences should be an extension of what they are learning and experiencing at home and in the community. When home, school and community have common expectations and work together toward common goals, a learning environment that ensures success for every child is achieved.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Improve student achievement by focusing on strong reading skills in primary grades; mentoring/tutoring programs; literacy skills; and drop-out, retention and graduation rates.	■ district piloted a School-Age Tutoring Program during 1992-93 in conjunction with the Literacy Council of Alaska
■ Increase opportunities for Board members, parents, community members and others to be involved in curriculum development.	■ School Board adopted a policy revision to establish the Board's Curriculum Advisory Committee
■ Involve parents, students and staff in assessing and improving the school learning environment.	■ involved the school staff in the development of parent surveys of school climate
■ Encourage parent and community involvement in order to improve student achievement and bridge the gap between school, home and community.	■ School Board revised the parent involvement policy to strengthen its commitment to parent involvement. School-Business partnerships have been established
■ Pursue adequate funding to implement the district's long-range capital improvement plan.	■ two of three bond issues necessary to fully implement the district's long-range facilities plan were passed
■ Pursue adequate funding for education.	■ active in meeting with state level decision makers in securing adequate funding for education
■ Develop and enhance building level administration	■ continuing its principal intern program ■ seven intern participants in 92-93 school year
■ Emphasize health curriculum	■ Board Curriculum Advisory Committee reviewed the district health curriculum

Comments on School's Performance

Students, Parents and Community Members

Students

■

Parents

■

Community

■ cited teachers and staff, curriculum and programs, and the increased opportunities for parent involvement

Parent Involvement

- volunteer coordinators match parents/ volunteers with school and classroom activities

Other Indicators of School Performance

-

Environmental Education

-

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	5	not collected	not collected	379	6.5	will be reported beginning in 1995
1991-92	5	30	93.2	355	5.9	reflecting the 1991-92 9th graders
1992-93	3	18.1	92.5	337	5.4	who graduate

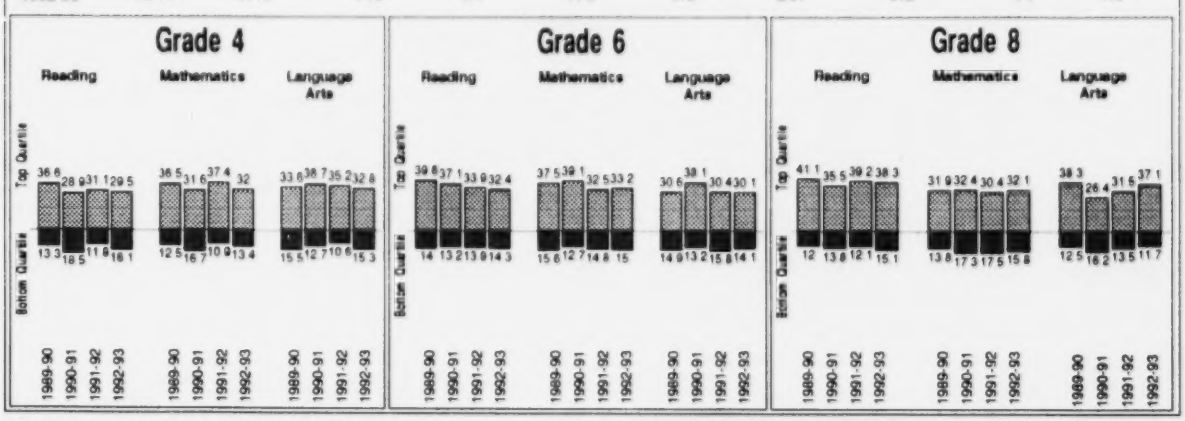
Percent of Students Promoted to the Next Grade

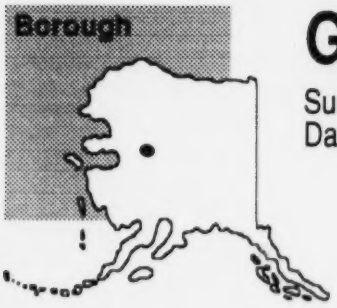
Grade	1	2	3	4	5	6	7	8
1991-92	97.7	98.9	99.3	99.8	99.8	100.0	99.6	98.6
1992-93	97.9	98.6	99.8	99.8	99.9	99.5	99.5	98.8

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	3118	95.2	not collected		not collected		263	8.4	237	7.6
1990-91	3273	96.3	43	1.3	81	2.4	441	13.5	73	2.2
1991-92	3416	94.3	0	0.0	203	5.6	386	10.6	79	2.1
1992-93	3240	90.8	149	4.1	176	4.9	267	8.2	44	1.3





Galena City Schools

Summary School District Report Card to the Public
Darrell Johnson, Superintendent

District Characteristics

Student Enrollment	129	Schools	2
High School Graduates	5	Population	821
Square Miles	24	Median Family Income	27,432
Funding Communities	1	Per Capita Income	11,554
		% Unemployment	16.4
		% Adults with H.S. Diploma	87.0

Superintendent's Highlights

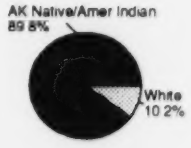
The District is experiencing much involvement from parents, students and the community. High expectations and high standards are expected of their school. The District is committed to that end. In an effort to meet those standards, the use of technology from preschool to twelfth grade has increased. Students, parents, community members and staff are taking an active part in the success of each student.

District Progress Toward Goals

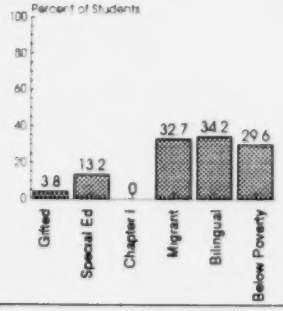
1992-93 GOALS	PROGRESS
■ Increase meaningful parent involvement in their child or children's education.	■ More parents have been included on committees. More parents have been involved with their child's scheduling of classes. Open house and parent-teacher conferences have been well attended.
■ To identify and then teach to mastery the basic skills, abilities, and knowledge (outcomes) identified as being critical to the success of its students.	■ Computer courses have basic skills identified.
■ Equip our school with those computers and other business technologies that are needed to accomplish the outcomes that are in process of being developed.	■ Fifteen computers and printers have been purchased. Latest business software has been purchased.
■ Offer opportunities to learn those skills and abilities that prepare them for work.	■ The number of vocational courses have been increased. Several students have had the opportunity to participate in the world of work in conjunction with their education.

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ big improvement in our school, the students are being heard ■ our school is the best we have ever had ■ would like to see more activities after school

Parents and Community

■ would like to see more communication between school and home ■ would like more involvement at school ■ would like to see their children using computers more often

Parent Involvement

- newsletters and student newspapers
- support student performances and functions i.e., Science Projects, Art Display, Grandparents/Elders Appreciation Luncheon, Thanksgiving Luncheon, basketball games, Elders Picture Day, and Christmas Program
- participate in school board work session, School Improvement: "Are You Ready?", Tutorial program, teaching parenting skills, how to develop study skills, and use of the high school library
- encourage learning activities such as Books for Babes and volunteers in the classrooms
- participate on the Superintendent's Committee, Parents Working Together, Computer, Math, and Social Studies Committees, and Bilingual/Bicultural, and Migrant and Indian Education Committees

Other Indicators of School Performance

-

Environmental Education

- Galena City School District provides courses whose topics focus on environmental education or natural resources conservation. High emphasis is placed on wildlife management, wetlands management, careers in environmental science, forestry ecology and marine/aquatic/fishing. These topics are targeted for grades 1-12. The major goals for environmental education are: 1) students will develop an understanding of and a positive attitude toward environmental science; 2) students will experience and become skilled in some of the major processes of environmental science; and 3) students will learn major science concepts by interacting with the environment.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-10	not collected	not collected	0	0	will be reported beginning in 1995
1991-92	17	21.9	93.1	2	3.2	reflecting the 1991-92 9th graders
1992-93	-10	9.3	92.0	0	0	who graduate

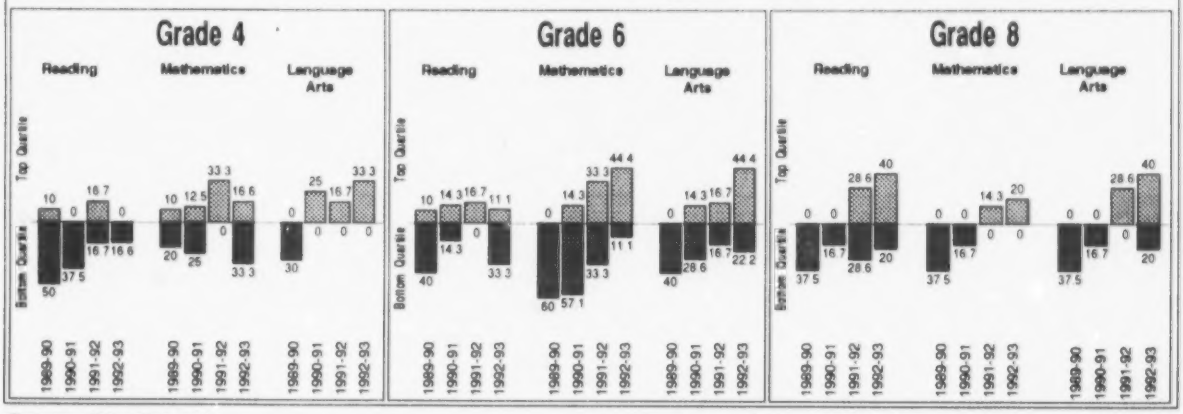
Percent of Students Promoted to the Next Grade

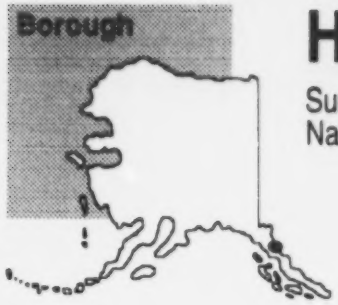
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	92.9	100.0	100.0	100.0	100.0	100.0	66.7

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	28	90.3	not collected		not collected		4	14.3	23	82.1
1990-91	21	80.8	1	3.8	4	15.4	0	0.0	0	0.0
1991-92	19	79.1	0	0.0	5	20.8	0	0.0	0	0.0
1992-93	20	83.3	0	0.0	4	16.6	0	0.0	0	0.0





Haines Borough Schools

Summary School District Report Card to the Public
Nancy Billingsley, Superintendent

District Characteristics

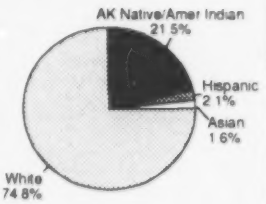
Student Enrollment	432	Schools	4
High School Graduates	20	Population	2,397
Square Miles	2,620	Median Family Income	36,048
Funding Communities	2	Per Capita Income	16,204
		% Unemployment	9.5
		% Adults with H.S. Diploma	78.0

Superintendent's Highlights

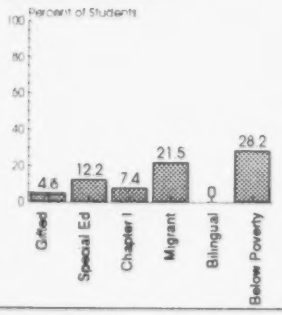
The district's "Strategic Plan", a set of objectives, strategies, and plans to be implemented over a five-year period, was adopted by the School Board in July 1992. Of the 48 action plans contained in this document, 38 were scheduled to begin implementation during FY 93. Many individuals and teams worked throughout the year to complete 100 steps outlined in these plans and a great deal was accomplished. The five action teams have prepared detailed reports of the progress made this year and recommendations to be considered for the plan's first annual review, Fall 1993, by the district's planning team.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Align comprehensive educational program with the mission.	■ Investigated ways of restructuring classes for 13 to 21 year-olds to better meet the academic excellence stressed in the district's mission statement ■ Researched higher diploma programs, including the International Baccalaureate model, outcome-based education, advanced placement, early graduation options, and honors diplomas
■ Family, school, and community will work together in dynamic changing partnership to support mission.	■ Put a new K-8 discipline procedure in place which provides for more parent contact/ involvement ■ Increased teacher-parent communications through open houses, parent nights, lunch time assemblies, and parent-teacher conferences twice a year
■ Utilize local resources to build our educational programs.	■ Formalized volunteer and temporary/ substitute employment opportunities recruitment process ■ Developed K-12 natural resources curriculum guide
■ Respect the cultural diversity of our community.	■ Held activities for elementary students in conjunction with Klukwan school (assemblies, activity nights, sport events, etc.) ■ Conducted staff training on cross cultural issues
■ Develop self-directed lifelong learners.	■ Reviewed existing "character skills" development programs and wrote a plan for implementation of a district-wide program during the 1993-94 school year

Comments on School's Performance

Students, Parents and Community Members

Students

■ the majority of responses indicate that students feel they are receiving a good education ■ most students have high regard for their teachers and appreciate the small class sizes

Parents

■ the majority of elementary/middle school parents feel the school and its personnel are open and willing to listen to and involve parents ■ the majority of high school parents view the curriculum as meeting the academic requirements of students

Community

■ there is a high degree of parent and community involvement in the district ■ small size of the district and responsive and caring teachers were viewed as positive

Parent Involvement

- Parent involvement is strong in our district. Parents serve as volunteers and resource people. The district provides training opportunities through local workshops and, when grant funds allow, attendance at statewide conferences. We conduct parent nights, open houses, conferences, and a variety of student performances and awards assemblies. Many parents serve on school level, grant, and/or district committees (strategic planning, curriculum, budget, hiring, etc.) and are invited to attend all inservices.

Other Indicators of School Performance

- A team of elementary students participated in the State Future Problem Solving Bowl
- A 7th grade student took 2nd place in the State Spelling Bee
- A 6th grade student competed in the State Geography Bee
- Seven 8th grade students qualified for the Presidential Academic Fitness Award
- 43% of the high school students were on the Honor Roll at least one quarter during the year
- 15% of the high school students received honor awards for maintaining a 3.4 GPA or better for the year

Environmental Education

- Haines Borough School District follows a Board-adopted environmental education curriculum. Goals are: 1) to understand the dependence of every person upon natural resources both those that are found in our bioregion and those that are imported into the region; 2) to explore the bioregion, including geography, geology, ecology, culture, and economy; 3) to recognize the global scale and complexity of natural resource; and 4) to demonstrate respect for Native people as the original inhabitants of this bioregion and their ways of using the land and its natural resources. The newly adopted K-12 curriculum will be implemented in the 1993-94 school year.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	9	not collected	not collected	5	2.7	will be reported beginning in 1995
1991-92	3	14	93.8	2	1.1	reflecting the 1991-92 9th graders
1992-93	-4	14.1	93.5	2	1	who graduate

Percent of Students Promoted to the Next Grade

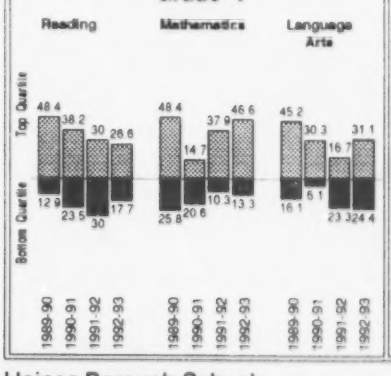
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	97.0	100.0
1992-93	95.5	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

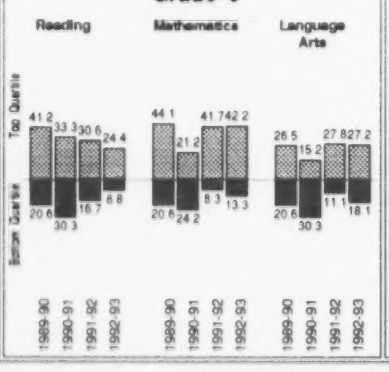
Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	93	97.9	not collected		not collected		6	6.5	4	4.3
1990-91	96	97.0	3	3.0	0	0.0	9	9.4	5	5.2
1991-92	98	95.1	5	4.9	0	0.0	8	7.7	0	0.0
1992-93	122	99.1	1	0.8	0	0.0	4	3.2	1	0.8

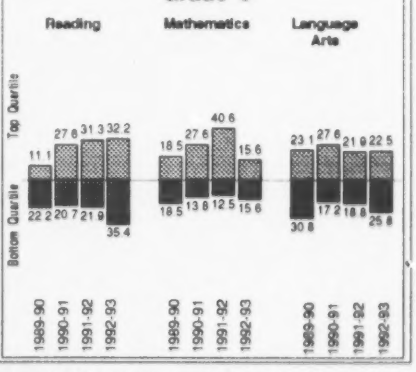
Grade 4

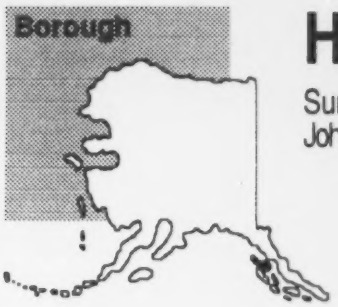


Grade 6



Grade 8





Hoonah City Schools

Summary School District Report Card to the Public
John Anttonen, Superintendent

District Characteristics

Student Enrollment	256	Schools	2
High School Graduates	13	Population	1,262
Square Miles	2	Median Family Income	38,583
Funding Communities	1	Per Capita Income	15,463
		% Unemployment	10.3
		% Adults with H.S. Diploma	81.0

Superintendent's Highlights

During school year 1992-93, the Hoonah School District continued to develop an accountable reporting process that establishes Performance Standards and Assessment Procedures to measure student achievement for school board approved Graduation Outcomes.

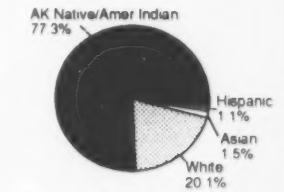
Eleven student outcomes have been approved. Performance Standards and Assessments for 6 of 11 outcomes have been developed and reported to the school board and community of Hoonah. These six outcomes include: Reading, Writing, Speaking, Listening, Mathematics, and Technology.

District Progress Toward Goals

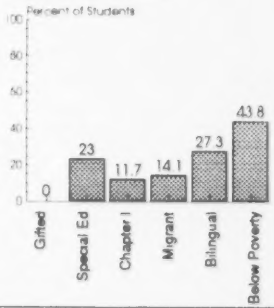
1992-93 GOALS	PROGRESS
■ Prior to June 1993, establish expected performance standards and assessment procedures for Student Outcomes 1 (Reading), 2 (Writing), 3 (Speaking), and 4 (Listening).	■ Hoonah School District Board approved Performance Standards and Assessment for March and April Graduation Outcomes 1, 2, 3, and 4
■ Prior to June 1993, establish performance standards and assessment procedures for Graduation Outcome 6 (Computer Skill)	■ Performance Standards and Assessment for Graduation Outcome 6 approved by Hoonah School District Board ■ In May 1993, all Hoonah School District secondary students were assessed on Performance Standards for Graduation Outcomes 1-6. In the December 1994 Board meeting, the Hoonah School District Board of Education will receive assessment information on standards performance for Graduation Outcomes 1-6.

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ Teachers are excellent, well-liked, helpful, and have a positive attitude toward students ■ Students particularly enjoy basketball and student activities ■ A larger gymnasium is needed

Parents

■ The school staff is a great staff and very dedicated ■ The school staff is very dedicated ■ Parent participation is welcomed

Community

■ The school needs another gym ■ The staff does their best for each student who attends Hoonah City School District ■ The school is open to comments regarding students

Parent Involvement

- Elementary School: Teachers, administration, supplementary programs, and staff have made a serious effort to promote parent and community involvement. Hoonah Elementary organizes approximately one public student performance per month. Teachers have agreed to make at least two positive contacts with parents per week. The combined schools send home a school newsletter every month. Hoonah Elementary School has 4 advisory groups.
- High School: Teachers have agreed to make at least two positive contacts with parents per week. Extra-curricular activities are a major part of parent involvement and interest. Many student activities are well-attended by both parents and community members.

Other Indicators of School Performance

-

Environmental Education

- Hoonah City School District does not have a specific environmental education curriculum, however, the district provides courses whose topics focus on environmental education or natural resources conservation. The goals are to: 1) promote recycling awareness; 2) integrate timber/fishing/economics and wildlife management; and 3) show how subsistence relates with wildlife management. A schoolwide recycling program is in place and level of awareness is slowly increasing.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-9	not collected	not collected	1	1.1	will be reported beginning in 1995
1991-92	0	16.7	92.9	0	0	reflecting the 1991-92 9th graders
1992-93	9	8.6	93.6	2	1.8	who graduate

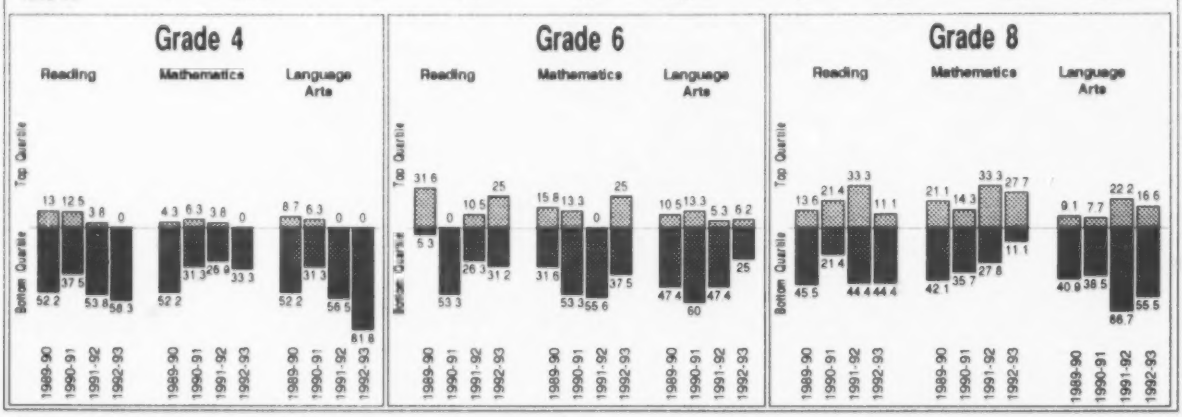
Percent of Students Promoted to the Next Grade

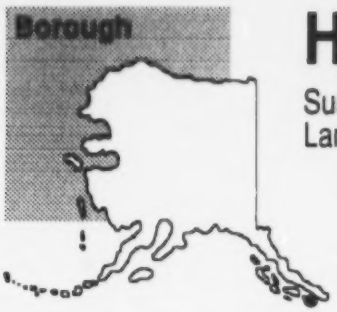
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	90.5	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	64	100.0	not collected		not collected		5	7.8	1	1.6
1990-91	45	93.8	2	4.2	1	2.1	2	4.4	0	0.0
1991-92	63	95.4	3	4.5	0	0.0	2	3.0	0	0.0
1992-93	46	90.2	0	0.0	5	9.8	3	6.5	26	56.5





Hydaburg City Schools

Summary School District Report Card to the Public
Larry Schroeder, Superintendent

District Characteristics

Student Enrollment	116	Schools	2
High School Graduates	6	Population	424
Square Miles	1	Median Family Income	39,495
Funding Communities	1	Per Capita Income	15,510
		% Unemployment	10.6
		% Adults with H.S. Diploma	72.0

Superintendent's Highlights

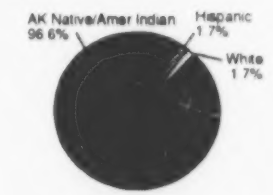
The Hydaburg City School District has a strong commitment to keeping our community both informed, and involved in the school. This commitment is reflected by the fact that long and short term goals based upon a comprehensive needs assessment have been established each year since 1988. An important part of this process has been the report to the community which is distributed at the beginning of each school year. We recognized the need for a report card long before the state mandates, and we continue with our commitment to community involvement.

District Progress Toward Goals

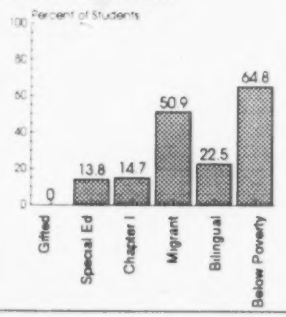
1992-93 GOALS	PROGRESS
■ Program Improvement	■ review of social studies curriculum completed by Board ■ upgraded course materials and library services ■ implemented individual educational plans for low scoring students ■ expand curriculum, development of social skills and counseling services ■ developed adult educational program with expanded course offerings
■ Community Involvement	■ parent conferences emphasizing how to work with students during the summer ■ organizational meeting to establish parent/teacher group ■ provide many parent participation activities ■ letters to parents on the skills students should have when they enter school
■ Staff Development	■ new staff orientation ■ computer literacy, Native Learning Styles, guidance and substitute teacher workshops
■ Technology	■ development of a technology plan ■ provide inservice and resources

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ high school students express plans to further education after graduation ■ need to repair and maintain the facility ■ high school students report interest in advanced language courses such as Spanish

Parents and Community

■ greatest strengths include individualized attention students receive and strong sport program ■ interest in more commitment and support from parents ■ more community use of school facilities emphasized

Parent Involvement

- parent/teacher conferences
- teacher contacts with parents
- elementary Christmas program
- Grandparents' Day
- Student of the Month

Other Indicators of School Performance

-

Environmental Education

- Hydaburg City School District follows a comprehensive environmental education curriculum. A general emphasis is made in the areas of pollution prevention, waste reduction and recycling, marine/aquatic/fishing, and field-based studies. Three major goals of the curriculum are: 1) To make students aware of the importance of protecting the environment; 2) To get students involved in understanding the balance of nature; and 3) To provide general education about the environment.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	6	not collected	not collected	1	2.4	will be reported beginning in 1995
1991-92	10	9.8	91.5	1	2	reflecting the 1991-92 9th graders
1992-93	-3	9.3	89.3	0	0	who graduate

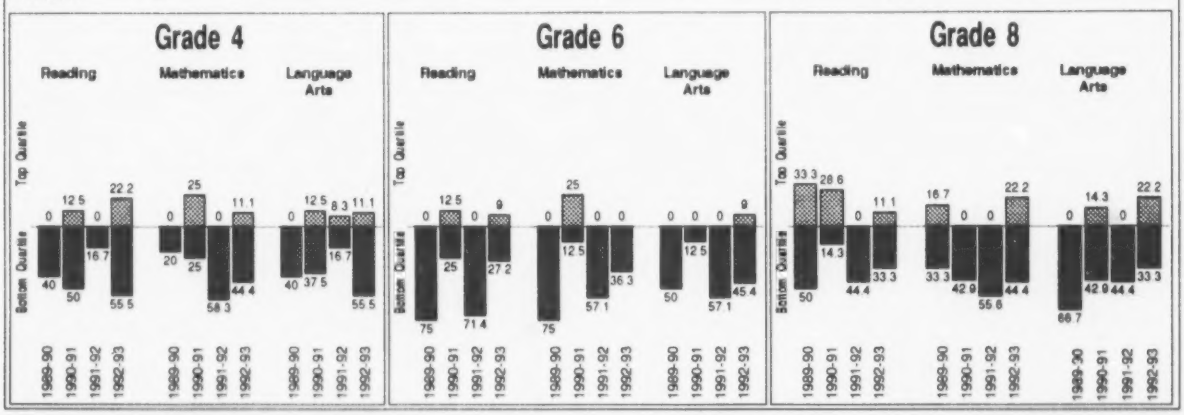
Percent of Students Promoted to the Next Grade

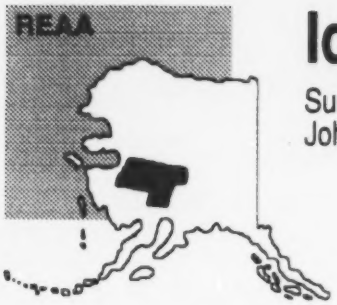
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	85.7	100.0	100.0
1992-93	100.0	100.0	92.3	100.0	100.0	100.0	85.7	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	19	100.0	not collected		not collected		3	15.8	11	57.9
1990-91	23	95.8	0	0.0	1	4.2	1	4.3	16	69.6
1991-92	28	93.3	2	6.6	0	0.0	5	16.6	1	3.3
1992-93	29	100.0	0	0.0	0	0.0	2	6.9	0	0.0





Iditarod Area Schools

Summary School District Report Card to the Public
John Monahan, Superintendent

District Characteristics

Student Enrollment	418	Schools	10
High School Graduates	23	Population	1,539
Square Miles	44,441	Median Family Income	27,432
Funding Communities	9	Per Capita Income	11,554
		% Unemployment	16.4
		% Adults with H.S. Diploma	66.0

Superintendent's Highlights

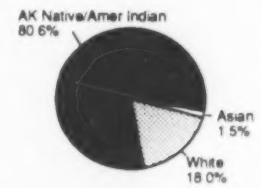
I'm very optimistic about the future of our students. We are facing tough times and big challenges, but these are also opportunities to redesign an educational model that is outdated and has limited success, into one that will work for rural Alaskan students with a focus on the future.

Iditarod's process for redesigning education is through a "School Improvement Plan" that capitalizes on the involvement of our dedicated citizens and staff from each village.

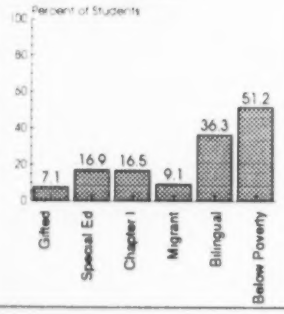
Using a collaborative bargaining model, the four negotiating groups and the District Board are building stronger relationships based on trust. This trust will prepare us to be visionary builders.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ To continue to improve the learning program to meet each student's needs and assist them in realizing their potential.	■ students are learning more in the use of computer technology ■ students involved in audio conferences to explore improvement ideas ■ more special education staff hired ■ culturally relevant units involving the communities ■ more emphasis on physical education and music
■ To improve communication among all levels of the school district and communities.	■ collaborative organization of all the businesses and agencies in the District called "EAGLES" ■ community educational forums conducted at most sites ■ newsletter distributed from each site ■ work sessions with IASD Board in communities
■ To build and maintain a cooperative management team.	■ strengthened team management concept of the "Administrative Council" ■ weekly audio conferences connecting all site administrators ■ QuikMail established at all sites
■ To continue to employ dedicated competent people at all levels of the district.	■ districtwide staff development program ■ training in cultural diversity ■ collaborative bargaining process initiated

Comments on School's Performance

Students, Parents and Community Members

Students, Parents and Community

■ pleased to see cultural activities in the school ■ our villages, need to look ahead and plan for jobs of the future, and the kids need to know to look down the road and plan ■ the school atmosphere is conducive to learning ■ need more computer skills, technology ■ Vocational Education, entrepreneurship programs good

Parent Involvement

- Parents from each community assisted in the design of a "process" for a School Improvement Plan. Part of the process involves board members, administrators and community members going house-to-house to gather information through interviews. Members of the School Improvement Plan action teams are involving all community members, businesses and students in looking into the future to design programs that address the needs of students.

Other Indicators of School Performance

- Iditarod is proud to report the following:

Parents visiting the schools. Bigger smiles on the faces of students. Louder sounds of students being excited about learning in the schools. Students initiating and participating in audio-conferences. A wider variety of computer software being used by staff and students. Decreased staff turn-over rate. More fluid integration of cultural activities in the classroom. Increased student attendance.

Environmental Education

- IASD has developed a partnership with the Innoko National Wildlife Refuge and together we have designed a summer Wildlife Environmental Education Science Camp. The project was piloted last summer with junior and senior high school students. The two week camp focused on students working side by side with wildlife Biologists and Refuge Professionals on their field projects. Our goal in designing and continuing with this project is to introduce students to a career area which is important to their villages and is locally based.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-16	not collected	not collected	3	2	will be reported beginning in 1995
1991-92	10	22.4	87.3	3	2.2	reflecting the 1991-92 9th graders
1992-93	8	73.5	91.1	1	0.6	who graduate

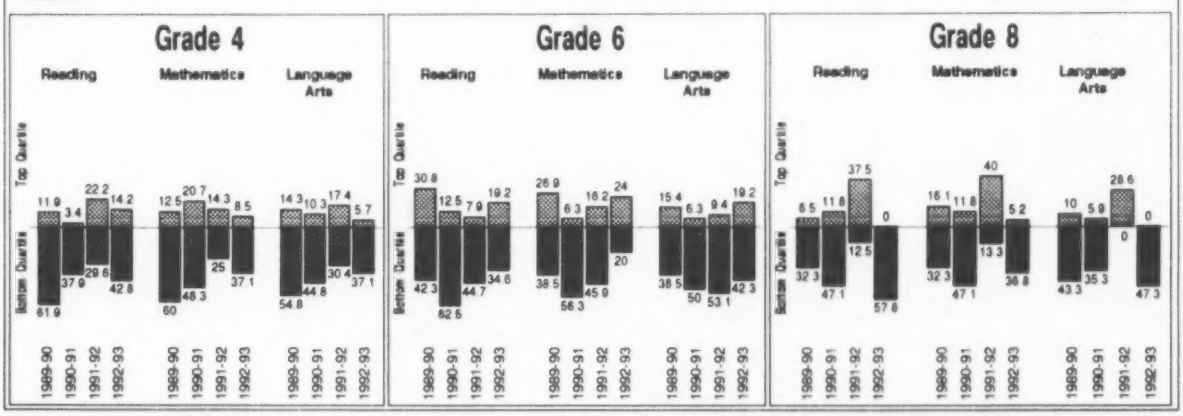
Percent of Students Promoted to the Next Grade

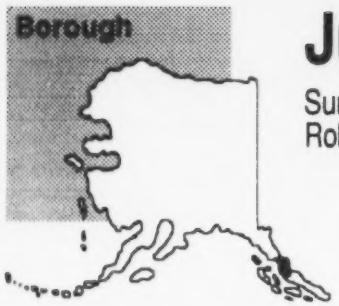
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	97.4	100.0	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	99	92.5	not collected		not collected		6	6.1	41	41.4
1990-91	62	84.9	1	1.3	13	17.1	1	1.6	12	19.4
1991-92	82	87.2	1	1.0	11	11.7	1	1.0	5	5.3
1992-93	80	86.0	2	2.1	11	11.8	2	2.5	2	2.5





Juneau City Schools

Summary School District Report Card to the Public
Robert Van Slyke, Superintendent

District Characteristics

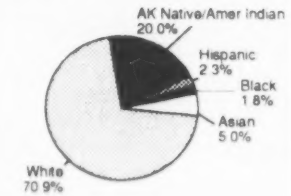
Student Enrollment	5,413	Schools	8
High School Graduates	251	Population	28,621
Square Miles	3,100	Median Family Income	47,924
Funding Communities	1	Per Capita Income	19,920
		% Unemployment	6.7
		% Adults with H.S. Diploma	90.0

Superintendent's Highlights

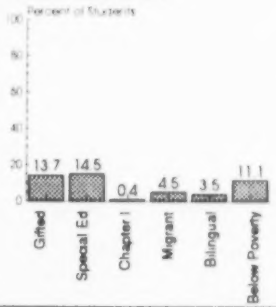
During the 1992-93 school year the Juneau School District made progress in terms of its Strategic Plan Goals. Efforts continued in specifying learning outcomes for students and in implementing authentic student assessments across the system. A comprehensive district technology plan was completed. Site based decision-making was implemented in all district schools. Students in grade four improved performance in reading, language arts, and mathematics as measured by the Iowa Tests of Basic Skills - as did students in grade eight in mathematics.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Implement a districtwide long-range technology plan, based on site needs for improving student performance.	■ devised a Technology Implementation Plan, which includes a site-based planning process, the design for the installation of networks, automated library systems, and appropriate software purchases
■ Improve current programs and research other effective models, in order to increase native student achievement and graduation rates.	■ Coalition Against Racism in the Schools was formed ■ Juneau Native Education Commission was formed to promote the educational interests of the Juneau Native community ■ Native student graduation rate increased during the 1992-93 school year
■ Establish a support system and implement programs to assist families in meeting social needs of students.	■ Interagency Support Team met to address the needs of at-risk and special needs students
■ Develop and implement comprehensive wellness programs which address drugs and other current health issues.	■ continued to provide an employee Wellness Program as one of the benefits for all district staff, with an 80% participation ■ opened a Teen Health Clinic in the high school
■ Support parents, community, and staff in the implementation of site based decision making by June, 1993.	■ Site Support Team was established to deal with districtwide issues, policies, and budgeting
■ Establish a districtwide management information system designed to support future research and decision making.	■ purchased a new mainframe computer system in order to handle increased needs for more frequent data ■ staff identified a variety of data and research needs in order to plan for the future

Comments on School's Performance

Students, Parents and Community Members

Students

■ our teachers are fair and listen to us ■ we have pretty cool playground equipment ■ we are learning things here ■ we feel safe at school

Parents

■ Homework Hotline and other forms of support are great ■ World Languages need to be offered at the elementary level ■ I appreciate how easy it is to talk with my children's teachers

Community

■ Juneau needs more than one high school ■ the school calendar indicates 180 days of school, is this enough? ■ it's time we give up pie in the sky and get back to the basics

Parent Involvement

- newsletters from buildings, district
- teachers letters
- telephone calls to homes
- teacher home visits
- student newspapers
- advisory parent groups
- district committees
- volunteer programs
- open houses
- parent orientations
- special school functions
- parent teacher conferences
- Parent Partnership Day

Other Indicators of School Performance

- Degrees of Reading Power Report
- Reading Recovery Follow-up Report
- Algebra Aptitude Continuing Study
- Writing Assessment Analysis
- Early Screening Inventory Summary
- Swimming Performance Summary
- Average SAT Scores
- Portoflios
- Process Report

Environmental Education

- Juneau City School District provides instruction focused on environmental education and natural resources conservation. Curriculum instruction includes content about wildlife, natural resources, flora, fauna, and geology. Environmental knowledge is highlighted during activities such as science fair, Sea Week, and Family Science Night. The three major goals are: 1) to equip Juneau students with knowledge concerning local, regional, and state environmental features; 2) to promote active, experiential learning within the local/regional environment; and 3) to foster responsible decision-making and stewardship for the environment within all Juneau students.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	5	not collected	not collected	114	5.6	will be reported beginning in 1995
1991-92	2	17.6	94.3	96	4.6	reflecting the 1991-92 9th graders
1992-93	3	15.6	94.2	135	6	who graduate

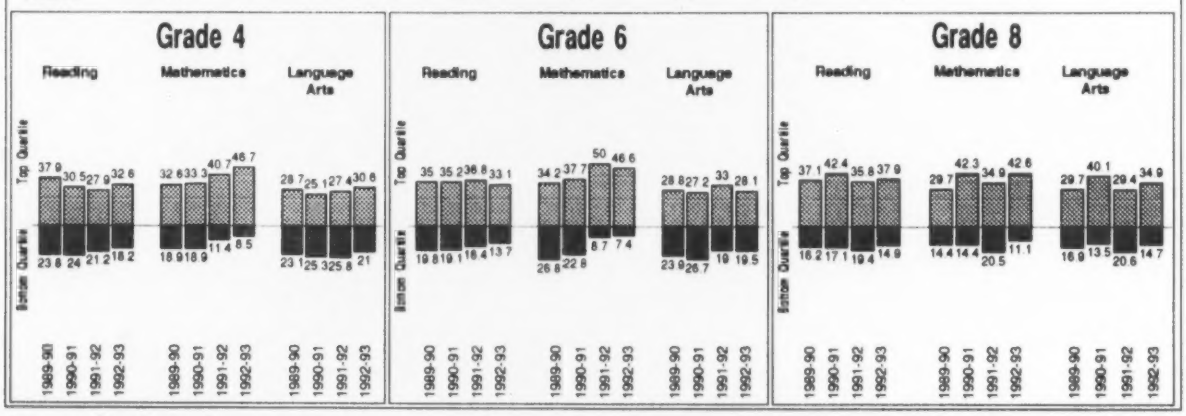
Percent of Students Promoted to the Next Grade

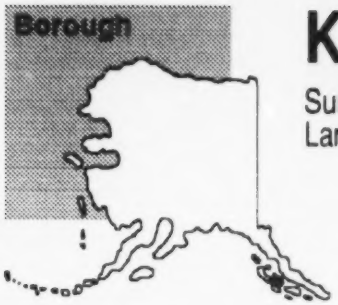
Grade	1	2	3	4	5	6	7	8
1991-92	99.8	99.6	100.0	100.0	100.0	100.0	100.0	96.9
1992-93	99.6	99.2	99.8	100.0	99.8	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	1141	98.0	not collected		not collected		80	7.0	97	8.5
1990-91	1181	98.7	9	0.8	7	0.6	39	3.3	59	5.0
1991-92	1212	96.7	0	0.0	41	3.2	101	8.3	0	0.0
1992-93	1226	91.7	0	0.0	111	8.3	108	8.8	13	1.0





Kake City Schools

Summary School District Report Card to the Public
Larry Stout, Superintendent

District Characteristics

Student Enrollment	179	Schools	2
High School Graduates	10	Population	738
Square Miles	1	Median Family Income	49,083
Funding Communities	1	Per Capita Income	19,012
		% Unemployment	8.9
		% Adults with H.S. Diploma	76.0

Superintendent's Highlights

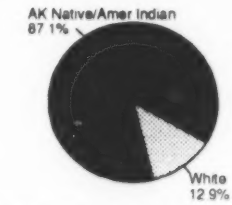
The Kake City School Board of Education held meetings in the spring of 1992 to review the goals of the District's five year plan. This report covers the second year of the plan and it is apparent that progress is being made. Now is the time to assess the community and to reach a consensus regarding the best possible education the school can deliver.

The District Capital Improvement Plan has been funded and work has started on relocation of the elementary school to the high school site.

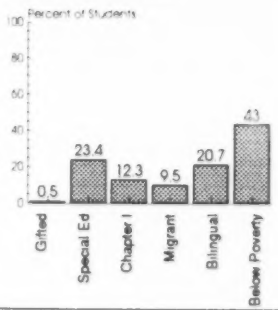
Teachers, administrators and aides are all enrolled in a course studying current education systems. Knowledge gained from this course will be used to develop a transitional plan for the District.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Design and implement a curriculum that will: 1. Develop a positive attitude toward learning emphasizing self discipline and self-esteem 2. Prepare them for success as adults.	■ reading and language arts were reviewed and new textbooks have been adopted for the 1993-94 school year ■ there has been an overall improvement in our standardized test scores
■ Increase the level of two-way communication and interaction between the school parents and community.	■ two parent/teacher conferences were scheduled and attended by 97% of one or both parents ■ the elementary school published and sent a newsletter home once every two weeks ■ a fall and spring open house was held
■ Improve communications between Board and staff to create a more positive environment.	■ four Board Members attended the State School Board meeting while all five attended one or both of the Legislative Fly-In sessions in Juneau ■ Policy manual has been adopted
■ Implement a comprehensive evaluation system, to identify strengths and weaknesses as a part of the larger effort to improve our children's education.	■ meeting schedule developed, however, more meetings were held than requested on the original schedule ■ the evaluation process of the Superintendent is now in place and has been used with success this past year

Comments on School's Performance

Students, Parents and Community Members

Students

■ the school needs a counselor ■ we need more vocational classes ■ we need more help in planning our future

Parents

■ It's very important to have a school counselor and hopefully some action will be taken to get one ■ a lot of our kids need vocational training ■ basic business classes such as keyboarding and letter writing should be added to the school program

Community

■ students need better work habits ■ students need to be better at reading and math ■ students need more and better computer skills

Parent Involvement

- newsletters
- teacher letters
- telephone calls
- parent orientations
- special functions - i.e. basketball
- awards assemblies
- open houses
- parent-teacher conferences
- district committee - textbook solution
- volunteer in classrooms

Other Indicators of School Performance

- two students attended the National Close Up Event, six students attended the State Close Up Event
- two students attended State Student Leadership conference
- one student attended the Student Section of the Association of Alaska School Boards conference
- one student took part in the State Spelling Bee
- the girls basketball team won Region V tournament and went to State

Environmental Education

- Kake City School District does not have a separate environmental education curriculum.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	8	not collected	not collected	1	1.1	will be reported beginning in 1995
1991-92	4	1.6	91.6	0	0	reflecting the 1991-92 9th graders
1992-93	-3	7.6	93.6	2	2.6	who graduate

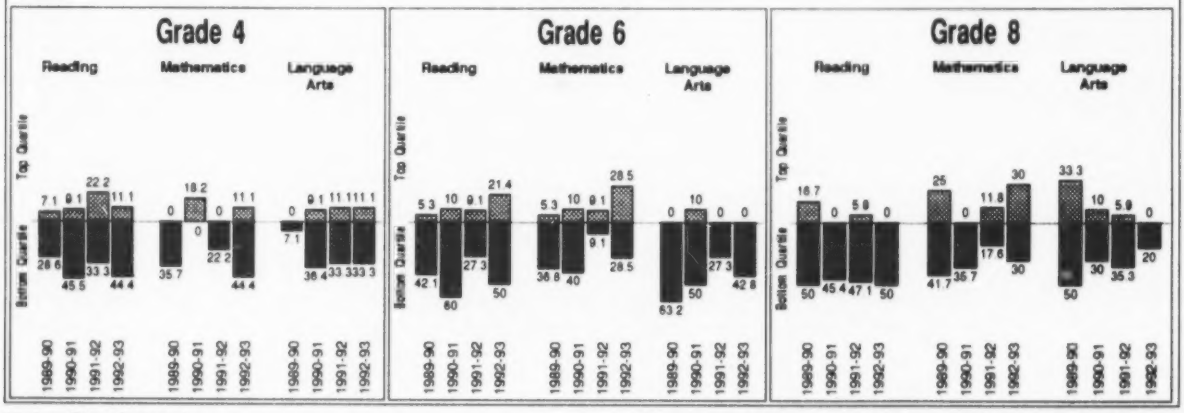
Percent of Students Promoted to the Next Grade

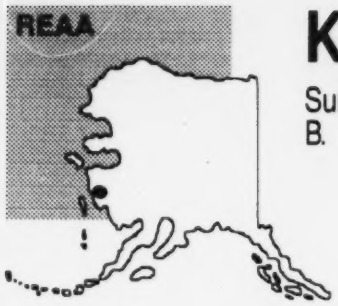
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	45	91.8	not collected		not collected		9	20.0	0	0.0
1990-91	35	85.4	1	2.4	5	12.2	5	14.3	6	17.1
1991-92	37	92.5	0	0.0	3	7.5	2	5.0	0	0.0
1992-93	33	100.0	0	0.0	0	0.0	3	9.0	0	0.0





Kashunamiut Schools

Summary School District Report Card to the Public
B. Al Weinberg, Superintendent

District Characteristics

Student Enrollment	192	Schools	2
High School Graduates	10	Population	606
Square Miles	1	Median Family Income	22,215
Funding Communities	1	Per Capita Income	6,519
		% Unemployment	11.1
		% Adults with H.S. Diploma	67.0

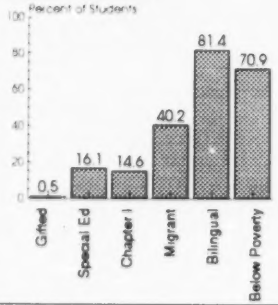
Superintendent's Highlights

During the 1992-93 school year, the Kashunamiut School District made the following notable accomplishments. The staff successfully completed the tenth-year self-study for re-accreditation of the K-12 Chevak School. In the spring of 1993, the accreditation visiting team evaluated the self-study and recommended full accreditation for the school. By the end of the fiscal year, the District had eliminated a considerable budget deficit inherited from FY90, while maintaining current staff and educational program levels. The District's extensive efforts to procure a new school resulted in an approved planning grant for a replacement facility.

Student Population

Ethnicity

Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Develop a functional command of language, both English and Cup'ik, with skills in reading, writing, listening, and speaking.	■ The Curriculum Guide's Scope and Sequence was completed by the staff ■ Cup'ik "Word of the Day" introduced to reinforce spoken language
■ Demonstrate knowledge and respect for history, cultural issues, language and literature of their local community, the United States, and other people.	■ A new program of instruction was developed for improved student understanding of society as a whole
■ Acquire increased understanding and skills in mathematics, science, and computer science.	■ Revisions were completed in mathematics, science, and computer science as part of the Scope and Sequence
■ Acquire the ability to express themselves creatively through study of music, art, crafts, and dance of significant Cup'ik and world artists.	■ Students enrolled in the Tanqik Theatre continue to expand upon their level of skills as well as the number of performances at other schools by invitation
■ Develop a positive attitude toward practice of good health and respect for self and others.	■ District sponsored health conference was held for 7-12 students ■ self-concept inventory instrument administered to K-6 students
■ Gain skills, attitudes, disciplines, and confidence necessary to prepare for a job, career, or profession and for subsistence activities.	■ Emphasis continues to be placed on Vocational/Career Counseling with weekly scheduled grade level meetings with students 4-12

Comments on School's Performance

Students, Parents and Community Members

Students

■ more teacher-student counseling ■ provide for more activities for the students ■ expand the secondary course offerings

Parents

■ provide extra time for students to complete assignments ■ more career counseling ■ additional academic programs with more variety; summer programs such as RAHI, Upward Bound

Community

■ discipline should be stressed ■ high school students should continue their education through college ■ students are learning more, especially Cup'ik

Parent Involvement

- Promotional Exercises
- Parents attend informational workshops provided by teachers
- Gym night
- Parent/Teacher conferences
- volunteer in classrooms
- Parent Advisory Group in Chapter I and Migrant Education
- District Committee in Bilingual Education
- Parent resources through Library/ Media Center

Other Indicators of School Performance

- 40% of the students' work in grades 2-8 was published in the 1993 Arctic Region Publication Satisfying The Heart
- Students electing the Cultural Heritage Program "Tanqik Theatre" were invited to exhibit their dancing skills at 5 different public forums or schools during the academic year
- 43% of high school students were on honor roll at least one quarter during the academic year

Environmental Education

- The Kashunamiut District follows a comprehensive environmental education curriculum. The newly developed science curriculum incorporates environmental studies in grades 2-10 with an annual week long practicum out on the tundra for grades 11 and 12. Students have repeatedly demonstrated a broad awareness for their tundra environment through regional recognition in wildlife projects such as those sponsored by the Alaska Department of Fish and Game. Annually, students provide Spring "clean up" for the village and the National Wildlife Refuge. Alternatives are explored in the classroom; field studies and service projects for seeking solutions to environmental problems are conducted.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	18	not collected	not collected	1	1.5	will be reported beginning in 1995
1991-92	5	2	90.2	4	5.8	reflecting the 1991-92 9th graders
1992-93	0	4.5	88.3	1	1.5	who graduate

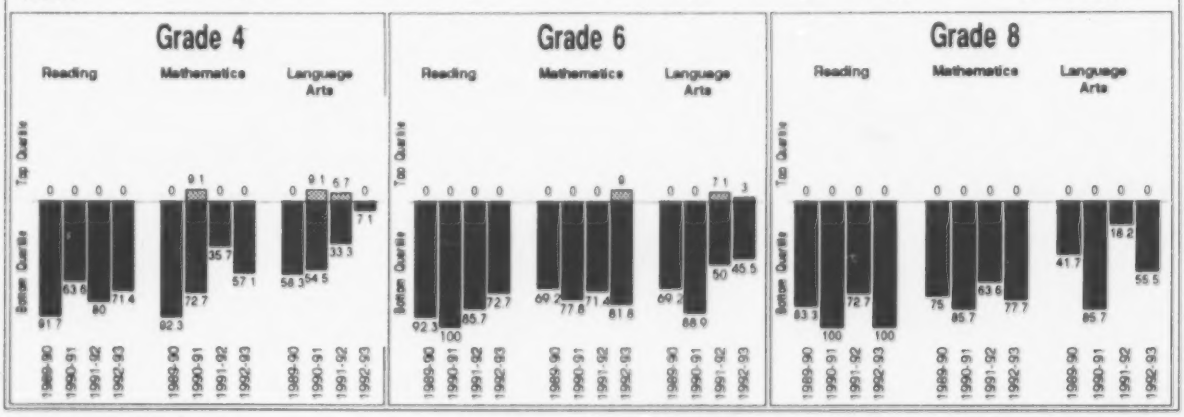
Percent of Students Promoted to the Next Grade

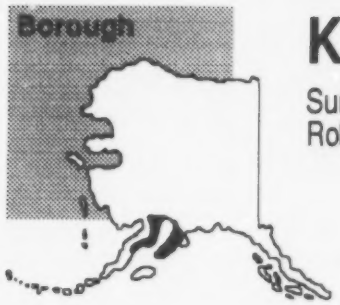
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	93.3
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	92.9	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally 25% of students score in each quarter

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	38	95.0	not collected		not collected		3	7.9	37	97.4
1990-91	27	87.1	3	9.7	1	3.2	8	29.6	11	40.7
1991-92	40	90.9	0	0.0	4	9.0	4	9.0	39	88.6
1992-93	34	91.8	2	5.4	1	2.7	3	8.8	9	26.4





Kenai Peninsula Borough Schools

Summary School District Report Card to the Public
Robert Holmes, Superintendent

District Characteristics

Student Enrollment	9,589	Schools	36
High School Graduates	523	Population	44,019
Square Miles	25,600	Median Family Income	42,403
Funding Communities	21	Per Capita Income	18,173
		% Unemployment	13.4
		% Adults with H.S. Diploma	87.0

Superintendent's Highlights

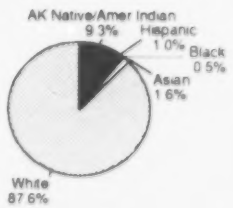
The Kenai Peninsula Borough School District continues on its path of excellence in education in spite of continuing funding constraints. The excellence prevalent in our district is not purchased: rather it is earned by the hard work and dedication of all groups within the various school communities.

The Board's main goals for the school year strengthened two of the district's main assets: parental commitment and efficient uses of all resources.

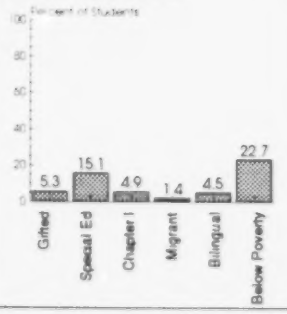
Site based decision making plans were developed for implementation in all schools. The strategic plan will be completed during the next program year, and set the district's course for the next 3-5 years.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Development of vocational education career planning through the utilization of class sequencing within career clusters.	■ Articulated agreements between Kenai Peninsula College and Kenai Peninsula Borough School District in the areas of Small Business Administration, Office Management and Technology, Industrial Process Instrumentation, Computer Electronics, and Petroleum Technology will allow counselors and administrators to help students plan their four years of high school with an eye towards post secondary goals
■ Implement school-based decision making plan to provide for instructional improvement by increasing authority and accountability of school site governance.	■ The School Based Decision Making Committee was expanded and met throughout the year to develop a series of recommendations and documents which would facilitate and support the transition to a shared decision making model for instructional program improvement
■ Prepare long-range plan for district.	■ A strategic planning team representative of community, parents, students and staff developed a mission and belief statement and ten strategies
■ Support transition of all junior high school programs to middle school philosophy.	■ Seward Jr/Sr High School was staffed to organize grades 7-8 into a middle school

Comments on School's Performance

Students, Parents and Community Members

Students

■ high quality of teachers and caring attitudes of staff ■ would like more technology and resources available ■ interest in the expansion of activities programs at the elementary level

Parents

■ appreciate dedicated and supportive staff and communication with teachers ■ concern over high teacher/student ratio in elementary schools ■ several facilities are over crowded

Community

■ outlying communities need increased communication with the Board ■ business community supports long range planning and implementation of tech prep programs ■ support safe and adequate learning environment for students

Parent Involvement

- Community bulletin boards, school report card, open house, parent input on hiring, curriculum committees, program selections, and newsletters
- Parent Switch Day, games, family night, Thanksgiving and Christmas dinners, artists in schools, spaghetti feed, Authors Day, Halloween carnival, book fair, sea week, fund-raisers
- Parenting tips in newsletters, FAS, Megaskills, parent resource library, Family Math/Science, and KPC
- Parents assist in classrooms, libraries, extracurricular activities, and PTSA forming a volunteer talent bank
- PTA, PACs, PTO, parent input on school goals, budget and special committees, parents serve on district curriculum committees, hiring and school rules participation

Other Indicators of School Performance

- Strategic Planning Process
- Statewide and national recognition of professionalism and student achievement
- Alaska State Principal of the Year
- Alaska School Counselors Friend of Education
- Nikiski Community Service Award
- Academic Decathlon - Regional and State Awards
- First Place in Future Problem Solving Scenario
- State Winners at Vocational Student Leadership Organization Conference

Environmental Education

- The Kenai Peninsula Borough School District includes many areas and issues related to environmental education in courses throughout the school district; however, at this time a comprehensive K-12 environmental education curriculum is not in place.

KPBSD is in the process of writing an environmental education curriculum that will be integrated into existing curricula through interdisciplinary thematic units at each grade level K-12. The underlying goals of the curriculum focus on the need to balance resource development and the opportunity for pollution prevention, waste reduction and recycling.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	8	not collected	not collected	112	2.9	will be reported beginning in 1995
1991-92	3	15	94.0	91	2.4	reflecting the 1991-92 9th graders
1992-93	2	16	93.7	99	2.4	who graduate

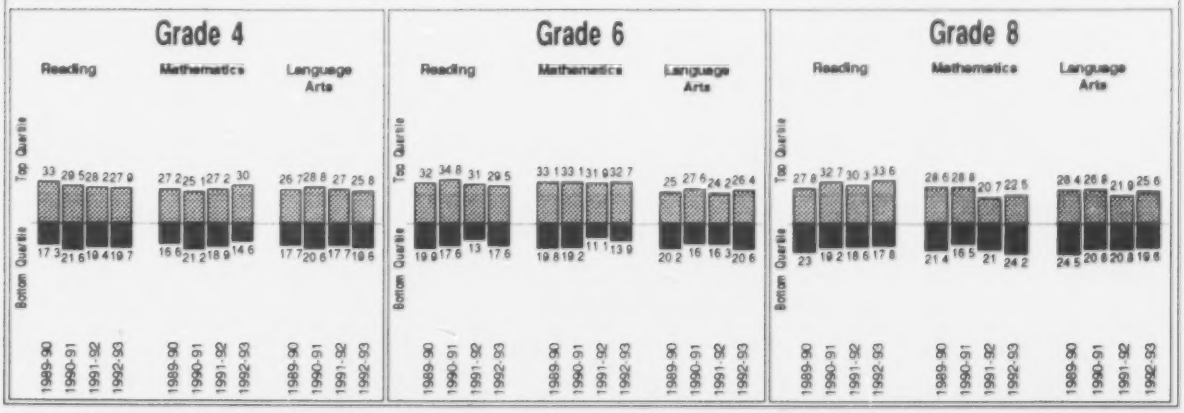
Percent of Students Promoted to the Next Grade

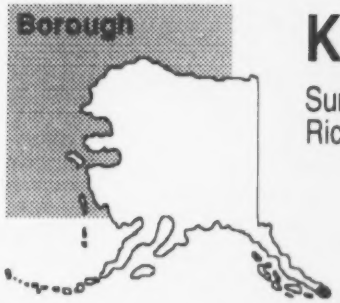
Grade	1	2	3	4	5	6	7	8
1991-92	98.7	99.0	100.0	100.0	99.7	100.0	99.0	99.3
1992-93	98.6	99.4	99.7	99.9	100.0	99.7	99.8	99.5

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	1917	95.6	not collected		not collected		116	6.1	89	4.6
1990-91	2015	95.1	47	2.2	56	2.7	130	6.5	140	6.9
1991-92	2167	92.5	111	4.7	63	2.6	212	9.0	111	4.7
1992-93	2143	95.2	73	3.2	34	1.5	250	11.6	110	5.1





Ketchikan Gateway Borough Schools

Summary School District Report Card to the Public
Richard Clevenger, Superintendent

District Characteristics

Student Enrollment	2,690	Schools	8
High School Graduates	149	Population	14,664
Square Miles	1,250	Median Family Income	45,172
Funding Communities	1	Per Capita Income	18,789
		% Unemployment	9.3
		% Adults with H.S. Diploma	85.0

Superintendent's Highlights

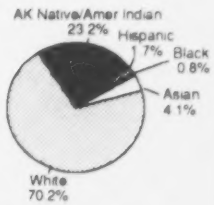
This district is causing the entire community to ask the critical questions: "What do we expect from our schools?" and "Is the district meeting such expectations?" This is being done from a strictly local perspective. Such questions certainly bring people out of their comfort zone; but true change will always make some uncomfortable. Required change is the goal — not comfort. This effort will be successful if the community demands such.

District Progress Toward Goals

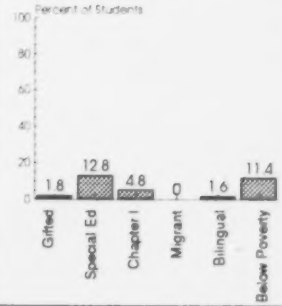
1992-93 GOALS	PROGRESS
■ Committed to raising overall standards of student achievement through defining the term achievement and developing measures for achievement	■ The Board of Education contacted, in writing, over 350 organizations, universities, government offices and individuals seeking input into the attainment of this goal. After much time and effort, recommended definitions were presented. The process continues as the board, school and community members work to refine this definition ■ The Board is constantly monitoring their progress toward this goal. It has to be accomplished in steps — which is taking place at this time. The only way to fail at this goal is to stop the process

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ Like the new high school building ■ We like the way the teachers help us ■ There should be a means for students to critique teachers, classes and curriculum

Parents

■ Appreciate open door to administration and staff ■ Teachers and staff are caring and provide a nurturing learning atmosphere ■ High school openly encourages parent involvement

Community

■ The high school staff and building administrators have been very supportive of parent involvement ■ Teamwork is needed to ensure excellence in the schools ■ Let's make the Ketchikan School District the best in the state!

Parent Involvement

- Parents run an after-school science program, "Hands On Science," at one of the elementary schools
- A simulated museum project at one of the elementary schools received direct parental support in the form of day-time volunteers. The total number of individual parents involved was 156, or about 50% of the enrolled students.
- Evening activities are planned to bring families together for fun and learning.
- PTAs have continued growing and are very active at all the schools with meetings at least once a month. Parental concerns and issues are addressed regularly as part of the agenda.
- Parents were sent to the State PTA Convention.
- Several schools sponsor an after-school reading club at the schools for students and their parents.
- Parent/teacher conferences - two elementary schools over 90% parent attendance.

Other Indicators of School Performance

- About 60% of graduating seniors go on to a post-secondary program.
- For the past several years, Ketchikan High School has had at least one National Merit Scholarship Semi-Finalist and/or Finalist. In addition, several students were named as National Merit Scholarship Commended students.
- The high school has also distinguished itself in Academic Decathlon, placing individuals and teams in the top ten statewide; and has been represented at the regional and state level in forensics, vocal and instrumental music.

Environmental Education

- Ketchikan Gateway Borough Schools does not have a separate environmental education curriculum.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	3	not collected	not collected	68	5.4	will be reported beginning in 1995
1991-92	-1	28.2	94.6	60	4.7	reflecting the 1991-92 9th graders
1992-93	1	28.2	93.9	71	5.4	who graduate

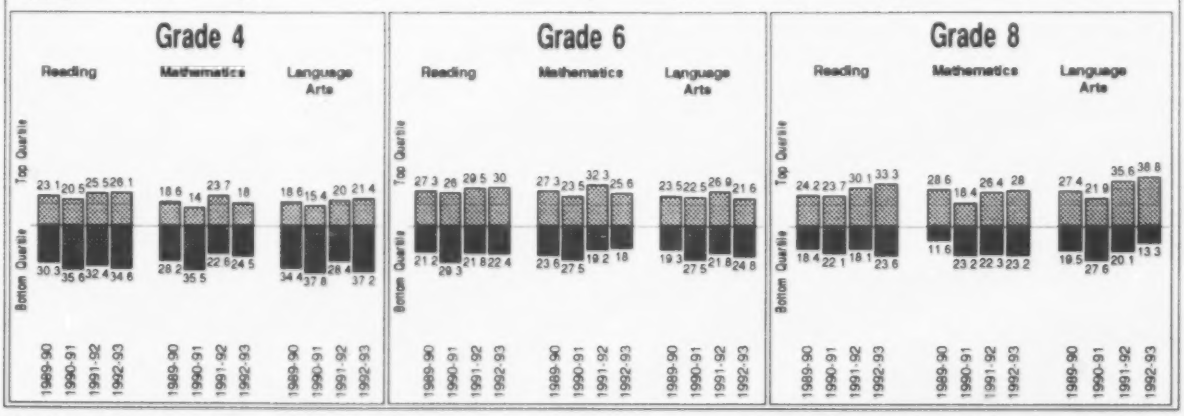
Percent of Students Promoted to the Next Grade

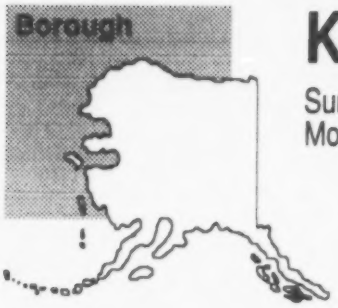
Grade	1	2	3	4	5	6	7	8
1991-92	99.0	100.0	99.5	99.5	100.0	100.0	97.9	100.0
1992-93	98.6	100.0	99.5	100.0	100.0	100.0	99.6	99.6

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	579	95.5	not collected		not collected		35	6.0	10	1.7
1990-91	609	93.8	40	6.2	0	0.0	73	12.0	22	3.6
1991-92	582	92.6	40	6.3	6	0.9	33	5.2	6	0.9
1992-93	613	93.7	22	3.3	19	2.9	64	10.4	9	1.4





Klawock City Schools

Summary School District Report Card to the Public
Morris Ververs, Superintendent

District Characteristics

Student Enrollment	206	Schools	2
High School Graduates	16	Population	774
Square Miles	1	Median Family Income	39,495
Funding Communities	1	Per Capita Income	15,510
		% Unemployment	10.6
		% Adults with H.S. Diploma	78.0

Superintendent's Highlights

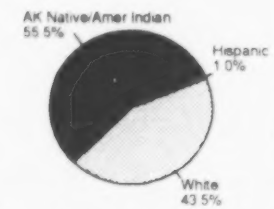
We are proud of student achievement and successes during the 1992-93 school year. We are equally proud of the efforts being made by staff to respond to restructuring efforts of our school district. Substantial effort is being made by all elements of the educational community to engage our students in meaningful and responsible, self-directed learning behaviors. The Strategic Planning Process of 1991-92 resulted in the establishment of our Mission and Belief Statements. The highlight of the 1992-93 school year was reconvening the Planning Committee to establish our list of learner outcomes.

District Progress Toward Goals

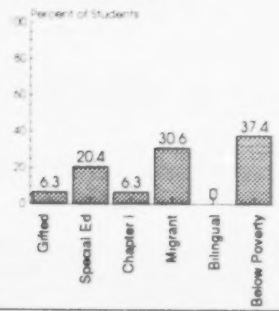
1992-93 GOALS	PROGRESS
■ Build a mission-based curriculum supporting quality education enabling students to be responsible and productive members of society.	■ fifteen action plans developed, eleven completed, two are in process of being completed, two need additional work
■ Develop and implement a plan of testing, measurement and research that will clearly respond to the objectives of the Strategic Plan.	■ four action plans developed, two completed and two in process
■ Develop and maintain a school building conducive to learning and a source of pride to students, staff and community.	■ five action plans developed, all completed
■ Energize and integrate all aspects of our community into full support and implementation of the Mission and Objectives.	■ eleven action plans developed, eight completed, one in process, two need additional work
■ Develop restructuring plans to achieve organizational mechanism to accomplish our mission.	■ two action plans developed, one completed, one needs additional work

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ Approximately three-quarters of high school students and two-thirds of middle school students like school ■ Approximately 75 percent of all students surveyed are proud of Klawock school ■ Eighty-eight percent of high school students and 67 percent of middle school students feel Klawock teachers like students

Parents and Community

■ Children enjoy school in Klawock ■ Teachers, the principal and administrator are easily accessible ■ When contacting the school, people are greeted in a friendly, courteous manner ■ Parents and community members indicated that emphasis should be on promoting math, writing, reading and language skills

Parent Involvement

- Parents assisted staff in presenting a Baby-sitting Seminar for middle school students.
- School District continued its Strategic Planning process. Eighty percent of participants were parents, community members of non-school related individuals
- Student Newspaper, "The Chieftain", is published by students and distributed to parents and students eight times annually.
- Each year an extensive student/parent/community survey is conducted. Students help gather information in a door-to-door campaign.
- A "Take a Video Home" program was sponsored to acquaint parents with quality, value-filled TV entertainment alternatives through Feature Films for Families.

Other Indicators of School Performance

- Engaged Learner Program: This program is designed to help parents, students, teachers and administrators move towards thinking in terms of exit outcomes
- Nearly half of graduates attending Vo/Tech training have completed their coursework. Two-thirds of graduates attending college are continuing their education.
- Klawock City School District serves as a demonstration site for the SDMPS (Social Decision Making and Problem Solving) Program
- Distance Delivery: Klawock was one of the first districts in Alaska to use satellite telecommunications to expand learning opportunities for students and staff

Environmental Education

- Klawock uses a variety of formats and community resources to broaden students' awareness of environmental issues facing Alaskans. Students in grades K-8 participate in Sea Week activities including field trips to beaches to learn about the marine environment. Each year the fourth grade does an owl count, as well as units on whales and wolves. These activities involve field experiences addressing environmental issues. The fifth grade made and painted garbage cans for the school, while the sixth grade spent a day in the forest and along a local stream discussing conservation issues. The district is in the process of designing environmental program outcomes.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-3	not collected	not collected	2	2.4	will be reported beginning in 1995
1991-92	5	20.6	89.2	7	7.8	reflecting the 1991-92 9th graders
1992-93	-3	23.8	91.1	2	2.2	who graduate

Percent of Students Promoted to the Next Grade

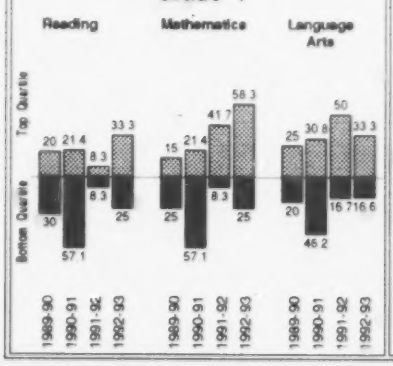
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	93.8	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

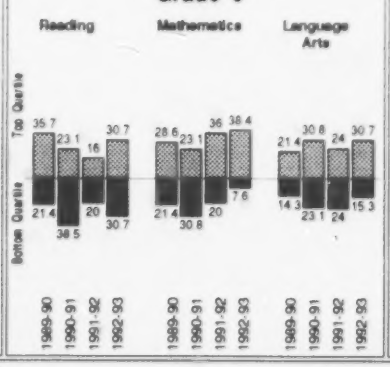
Nationally, 25% of students score in each quarter

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	51	96.2	not collected		not collected		7	13.7	0	0.0
1990-91	38	90.5	3	7.1	1	2.4	4	10.5	0	0.0
1991-92	49	83.0	7	11.8	3	5.0	8	13.5	0	0.0
1992-93	42	91.3	0	0.0	4	8.7	8	19.0	0	0.0

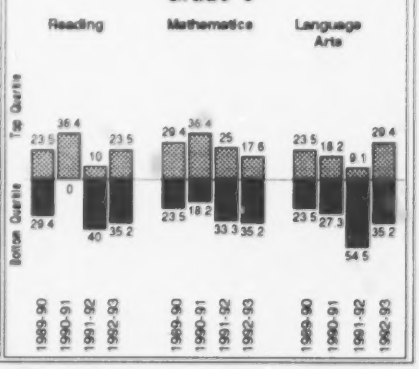
Grade 4

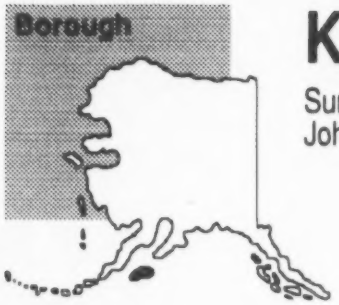


Grade 6



Grade 8





Kodiak Island Borough Schools

Summary School District Report Card to the Public
John Witteveen, Superintendent

District Characteristics

Student Enrollment	2,598	Schools	15
High School Graduates	118	Population	15,245
Square Miles	17,783	Median Family Income	44,815
Funding Communities	10	Per Capita Income	19,979
		% Unemployment	10.4
		% Adults with H.S. Diploma	85.0

Superintendent's Highlights

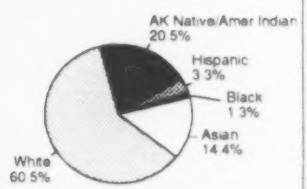
As the Kodiak Island Borough School District enters its third year of Strategic Planning, we hope to continue to accomplish goals set by our community. In an effort to provide effective education for ALL students, staff work directly with families with an emphasis on each child reaching his/her full potential.

Graduation requirements beyond the Carnegie Units are being defined through active community involvement. Staff development continues in all areas of the curriculum and child development.

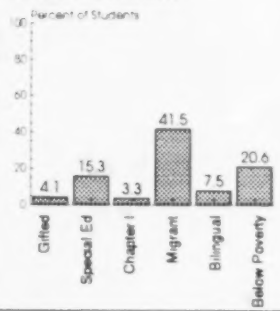
Based on the wisdom and knowledge of the adults and youth of Kodiak Island, we will have another successful year.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Encourage family involvement.	■ increased family education nights with teachers ■ publicized community and school/family parenting workshops
■ Maintain efforts to build a new elementary school and to increase usable student space.	■ successful bonding in October '93 borough election for new elementary school and to remodel Ouzinkie School ■ completion of Phase III Kodiak High School Remodel to allow for additional classroom space
■ Further staff recognition and development programs.	■ staff development included new offering of college course for academic credit primarily at district expense
■ Control class size.	■ hired additional staff as enrollment increased
■ Continue to implement the strategic plan.	■ action plans continue to be the focus of district effort; three meeting dates for the 1993-94 school year requested
■ Improve success of students in the villages including preparation for further training and education beyond high school.	■ effort to expose students to post secondary education and training through counselor/board volunteer interaction at village sites

Comments on School's Performance

Students, Parents and Community Members

Students

■ individual attention given by teachers ■ more classrooms are needed and the halls, library, gym and cafeteria are overcrowded ■ students like using computers to do their school work

Parents

■ staff is concerned, cooperative, involved and approachable with the students ■ communication between staff and parents is good; school staff want to know what I think about my child's education ■ we need more teachers and class size is too large.

Community

■ prepare our kids for life after high school ■ activities are well advertised ■ the community is made to feel welcome at events

Parent Involvement

- A Parent Center Facilitator program was piloted in the Kodiak Junior High School and in one elementary school last year. This year there is a position in each of the town schools
- Parent Advisory Groups
- Facilities Planning Committee
- Parents as Learners has been a concentrated area of effort on the part of the district. The Kodiak Island Borough School District Board has encouraged and supported multiple activities of this kind.
- As part of the district's strategic planning effort, Strategy #3 emphasizes the need for family involvement in a child's education. Due to the interest and support of the school board and staff, parents are welcomed to join us in our attempts to offer the best educational services available for youth.

Other Indicators of School Performance

- Besides numerous local clubs and programs, our students participate in the Geography Bee, Spelling Bee, Triathlon, Presidential Academic Fitness program and Knowledge Masters program. An elementary teacher from our district was named Alaska PTA's Outstanding Educator of the Year. Additionally, Ouzinkie School was recognized for Outstanding Accomplishments in Distance Learning.

Environmental Education

- Kodiak Island Borough School District provides courses whose topics focus on environmental education or natural resources conservation. The district goal is to incorporate environmental education into most of the science classes, grades K-12.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	4	not collected	not collected	20	1.9	will be reported beginning in 1995
1991-92	5	27.2	94.0	18	1.6	reflecting the 1991-92 9th graders
1992-93	3	16.5	93.5	23	2	who graduate

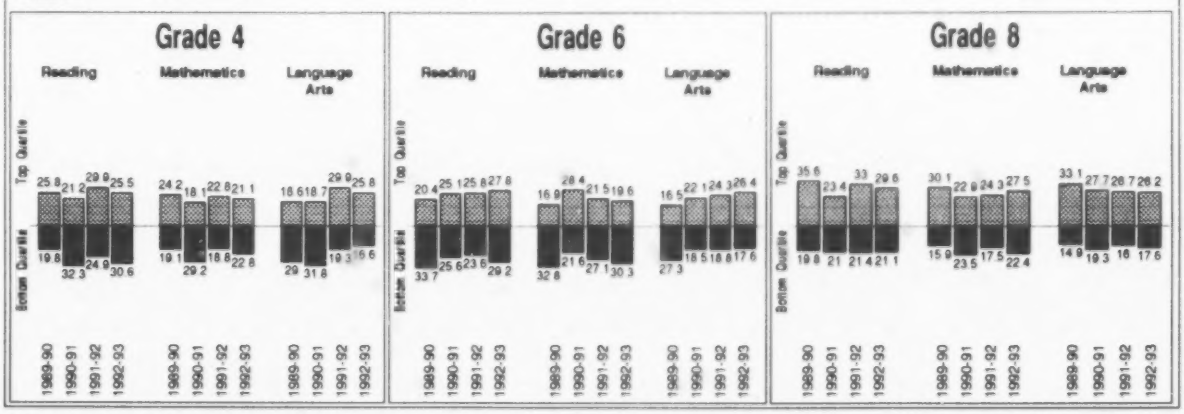
Percent of Students Promoted to the Next Grade

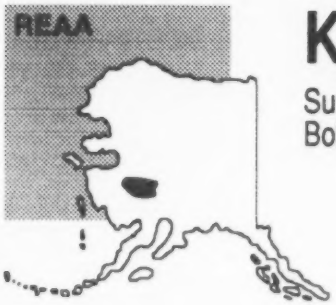
Grade	1	2	3	4	5	6	7	8
1991-92	99.6	99.2	99.5	99.5	100.0	100.0	100.0	100.0
1992-93	100.0	99.1	99.6	100.0	99.5	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	558	93.6	not collected		not collected		72	12.9	83	14.9
1990-91	579	94.5	34	5.5	0	0.0	65	11.2	86	14.9
1991-92	585	95.1	8	1.3	22	3.5	64	10.4	27	4.3
1992-93	580	94.9	0	0.0	31	5.0	66	11.3	16	2.7





Kuspuk Schools

Summary School District Report Card to the Public
Bobette Bush, Superintendent

District Characteristics

Student Enrollment	428	Schools	12
High School Graduates	17	Population	1,513
Square Miles	12,120	Median Family Income	25,402
Funding Communities	8	Per Capita Income	8,833
		% Unemployment	8.1
		% Adults with H.S. Diploma	62.0

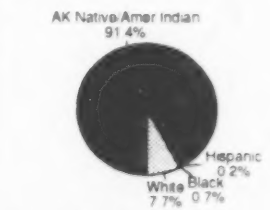
Superintendent's Highlights

During the 1992-93 school year, the Kuspuk Advisory Council was reactivated and began focusing on a district philosophy, mission statement, and goals. That work continues and the council is addressing various educational and policy issues. Implementation of the curriculum and improvement in the areas of instruction, assessment, and supervision are receiving renewed attention.

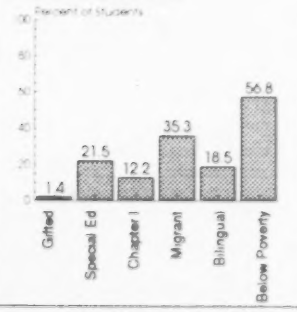
Administrative staff training includes the areas of team building, leadership, and evaluation. Board members were trained in Boardsmanship and will be further trained in the areas of goals setting, evaluation, and consensus building. Instructional staff will focus on basic skills, appropriate practice, and communication skills.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ All students communicate effectively in writing by demonstrating an awareness of voice, ideas, organization, word choice, sentence structure, and language conventions.	■ continued participation in the Alaska State Writing Assessment Model annual training; five staff trained in analytical writing assessment ■ Writing Assessment - 96% of eleventh grade students scored 2.0 or higher on all six traits; 86% of fifth grade students scored 2.0 or better on all six traits ■ involved with the Alaska State Writing Consortium ■ Districtwide inservice was held ■ members of the Distance Delivery Consortium ■ use of the analytical writing assessment instrument by teachers and students in the classroom is increasing ■ District Academic Decathlon was held with all 7-12 students ■ hiring instrument reflects interest in teachers with training/knowledge relevant to our approach to writing instruction
■ All students in grades K-3 will improve skill in mathematics.	■ curriculum development in mathematics was put on hold until the State Standards are completed ■ based on the rationale of our approach to mathematics instruction, K-3 resources were acquired ■ hiring instrument reflects interest in teachers with training/knowledge relevant to our approach to math instruction

Comments on School's Performance

Students, Parents and Community Members

Students

■ would like more academic and non-academic opportunities ■ would like improved and better maintained facilities ■ enjoy hands-on activities such as: vocational education, science instruction, field trips, and sports

Parents and Community

■ express concern for schools to emphasize teaching basic skills (particularly communication skills/reading) ■ express desire for teachers to improve in various ways ■ express need for the schools to prepare students for village living and college or trade school

Parent Involvement

- communications between home and school include teacher letters, student newspapers, teacher telephone calls, teacher home visits and needs survey
- parents support programs such as open houses, parent orientation, student performances and assemblies
- parent/teacher conferences
- parent volunteers
- advisory parent groups
- district committees

Other Indicators of School Performance

- Districtwide Academic Decathlon-all students in 7-12, math, speech, essay competition
- State Academic Decathlon-1st speech, 2nd fine arts, 3rd language/literature
- State VICA-1st and 3rd math, 1st culinary arts, 3rd speech, 3rd Job Demo, 6th welding, 1st and 3rd opening/closing ceremonies
- State Science Fair-1st behavioral science, 2nd microbiology, 2nd physics
- Battle of the Books-3 grades participated at State level
- Honor Roll-16% of district HS students maintained GPA 3.5 or better
- Writing Assessment-96% 11th grade/86% 5th grade scored 2.0 or higher on all 6 traits

Environmental Education

- The Kuspuk School District provides courses whose topics focus on environmental education or natural resources conservation. Currently, environmental education is a domain in the K-12 curriculum. There are approximately 16 objectives in this domain. Staff is in the process of writing a new science curriculum which will also include this topic. It is difficult to assess to what extent environmental issues/goals are being met since there is no district assessment of environmental education at this time.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	3	not collected	not collected	1	0.7	will be reported beginning in 1995
1991-92	6	15.4	95.6	5	3.2	reflecting the 1991-92 9th graders
1992-93	-5	16.1	95.4	7	4.1	who graduate

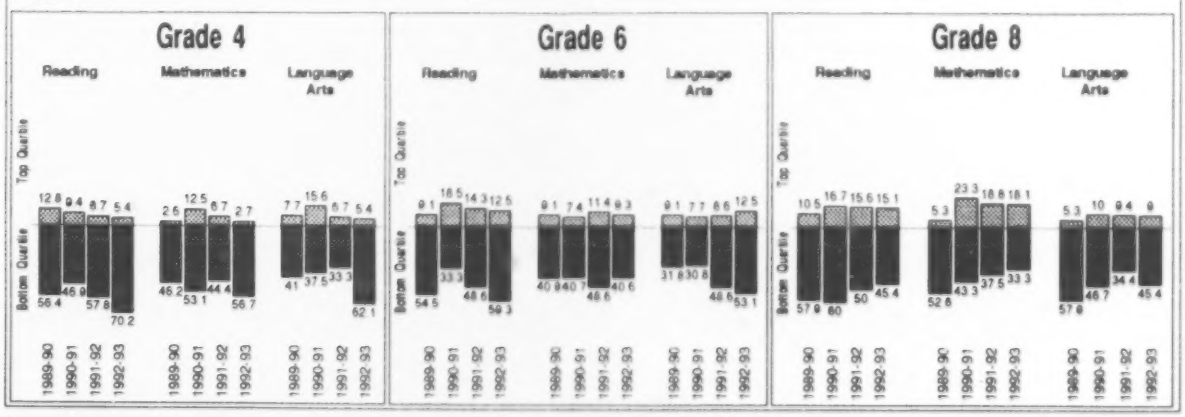
Percent of Students Promoted to the Next Grade

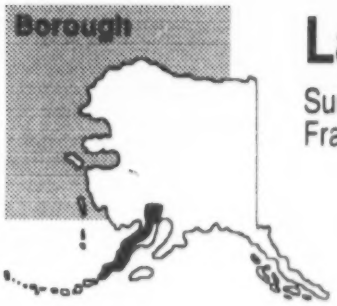
Grade	1	2	3	4	5	6	7	8
1991-92	96.3	100.0	97.7	95.7	100.0	100.0	100.0	93.6
1992-93	100.0	96.6	100.0	100.0	100.0	100.0	97.3	93.8

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	80	86.0	not collected		not collected		4	5.0	27	33.8
1990-91	89	89.9	3	3.0	7	7.1	7	7.9	16	18.0
1991-92	112	96.5	4	3.4	0	0.0	14	12.0	4	3.4
1992-93	102	98.0	0	0.0	2	1.9	14	13.7	17	16.6





Lake and Peninsula Borough Schools

Summary School District Report Card to the Public
Frank Hill, Superintendent

District Characteristics

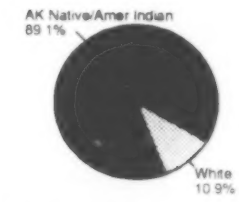
Student Enrollment	463	Schools	16
High School Graduates	14	Population	1,789
Square Miles	25,061	Median Family Income	25,231
Funding Communities	15	Per Capita Income	11,560
		% Unemployment	8.2
		% Adults with H.S. Diploma	61.0

Superintendent's Highlights

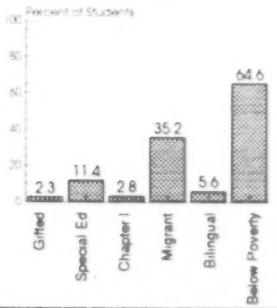
The District is progressing with the Education Plan specified in the previous Report Card. A District Curriculum Steering Committee has been established to oversee the work of subject matter committees. This oversight committee is made up of District School Board members, Local Advisory Committee members, parents, teachers, and administrators. Oversight activities will compare work of the subject matter committees with the overall student outcome curriculum intended, and how it will meet the demands of Alaska 2000 student performance standards. Development of criterion reference tests for Language Arts student outcomes is nearing completion.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Graduating class of 1996 will exhibit a level of competence at 77% or greater in curriculum areas of language arts, mathematics, science, and social science, as assessed by a mastery level criterion-referenced summative evaluation.	■ Language Arts Curriculum has been revised ■ CRTs have been developed for K through 6
■ Effectively utilize a wide variety of educational technologies to expand and enhance student understanding and use of appropriate application of technologies which prepare them for world of work.	■ upgraded all computer hardware in the schools ■ computer-to-student ratio of 1 to 3 ■ libraries equipped with CD-Rom technology ■ continues to utilize satellite delivered courses that supplement the curriculum ■ satellite reception equipment at 14 of it's 15 sites
■ Develop and implement parenting and parent support programs to improve student achievement and academic success.	■ counseling staff includes three Certified Counselors, each with a case load of five schools ■ student numbers well below the case load requirements for Northwest Accreditation ■ counseling staff makes inservice available for parent skills training

Comments on School's Performance

Students, Parents and Community Members

Students

■ more emphasis placed on relationship between school and daily life ■ feel they are learning in most of their subjects

Parents

■ agree that appropriate discipline is maintained ■ teachers are doing a good job in teaching the basic subjects

Community

■ community members feel the school programs meet the educational needs of all students

Parent Involvement

The following Parental Involvement Activities have been completed since the adoption of the 1992-93 Educational Plan:

- the School Board Goals for 1993-94 were reviewed by each Local School Advisory Committee
- Elementary Language Arts Curriculum was revised during the Spring of 1993. The Biology Curriculum was written during the Spring of 1993. Both Curriculums were made available to the LSAC, staff, and parents at each school for review
- both curriculums scheduled for implementation in the Fall of 1993
- a variety of surveys pertaining to parental involvement in the educational program of LPSD were been conducted

Other Indicators of School Performance

-

Environmental Education

- For K-12 environmental education, learner outcomes are integrated into the life, earth and physical science areas of the district science curriculum. The district's health curriculum also encompasses environmental education. During this past year, a monthly newsletter was piloted for students in grades 6-12. The highlights covered current health issues which include hazardous waste disposal, global warming, genetically engineered foods, wetlands and environmental risks.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	1	not collected	not collected	6	4.8	will be reported beginning in 1995
1991-92	8	32.4	93.0	6	4.3	reflecting the 1991-92 9th graders
1992-93	4	28.1	92.5	3	2	who graduate

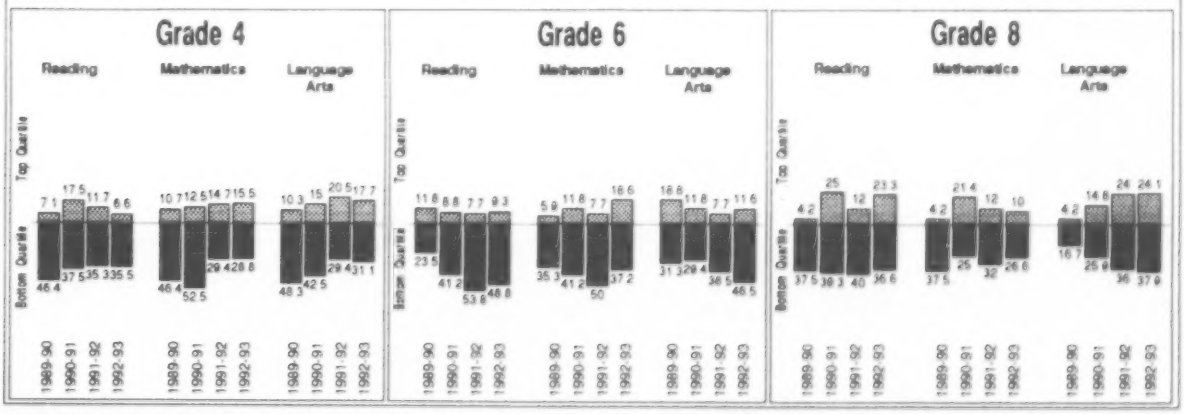
Percent of Students Promoted to the Next Grade

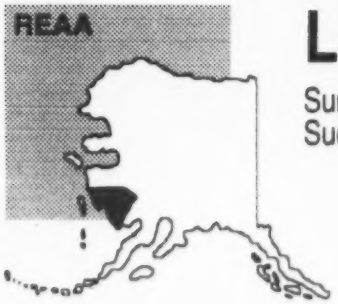
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	97.1	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	96.2	100.0	97.9	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	70	83.3	not collected		not collected		2	2.9	44	62.9
1990-91	102	79.1	23	17.8	4	3.1	11	10.8	39	38.2
1991-92	85	83.3	17	16.7	0	0.0	3	2.9	3	2.9
1992-93	118	92.1	8	6.2	2	1.5	13	11.0	6	5.0





Lower Kuskokwim Schools

Summary School District Report Card to the Public
Sue Hare, Superintendent

District Characteristics

Student Enrollment	2,886	Schools	26
High School Graduates	110	Population	11,836
Square Miles	23,792	Median Family Income	25,402
Funding Communities	22	Per Capita Income	8,833
		% Unemployment	8.1
		% Adults with H.S. Diploma	64.0

Superintendent's Highlights

The information contained herein will give you facts and figures about the operation of the District. We believe that stability of staff, the development of District operational plans, a focus on curriculum, the involvement of staff, parents, and communities in planning, and increased expectations for student achievement are contributing factors to improved student performance.

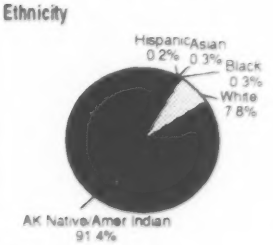
In the LKSD, we believe every child can learn and every child will learn that which is important to the school, family, and community. With schools and parents working together, we will continue to move forward, ever mindful of our past.

District Progress Toward Goals

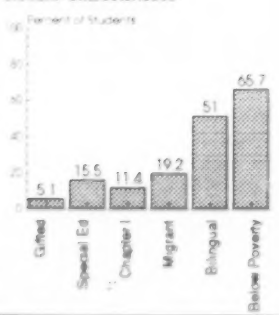
1992-93 GOALS	PROGRESS
■ Graduates have written research-based report utilizing available technology and information systems.	■ computer technology is integrated into language arts classes ■ the student to computer ratio is 3.34 students per computer
■ Graduates enter post secondary institutions of their choice and function at freshman level.	■ for the period 1991-93, 66 percent of Bethel graduates and 20 percent of village graduates are attending college
■ Parents and students participate in development of student's individual achievement plan.	■ Career Folders have been produced for all high school students and are being completed this year ■ elementary level students will be included in the future
■ Students participate in programs that promote wellness, self-esteem, and empowerment.	■ a monitoring system needs to be developed to account for LKSD student participation in programs available in the District

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ our school is great and we have nice teachers ■ need more challenging classes ■ loud students bother other students ■ challenging, clean, friendly environment

Parents and Community

■ need more parent involvement ■ school is doing okay ■ need improvement in Yup'ik Language ■ repairs are needed ■ ITBS scores can be raised ■ need better communication

96

Parent Involvement

- newsletters
- student newspapers
- telephone calls
- needs surveys
- open houses
- attendance at awards assemblies, student performances and special functions
- parent-teacher conferences
- advisory parent groups
- district committees

Other Indicators of School Performance

-

Environmental Education

- The LKSD does not have a separate environmental education curriculum. Rather, we have an infusion of environmental awareness throughout our elementary curriculum. This awareness is augmented on the secondary level, with the requirement of "Ecology" or "Conservation of Natural Resources" as a graduation requirement.

Yup'ik Elders assist students in Kindergarten through 6th grades as resource people in the teaching of environmental education. We believe that our Elders bring to our students the Yup'ik traditions, wisdom and experience of living in harmony with nature, which is not printed in most textbooks.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	1	not collected	not collected	29	2.7	will be reported beginning in 1995
1991-92	3	28.6	90.8	43	4	reflecting the 1991-92 9th graders
1992-93	4	9.9	92.1	42	3.9	who graduate

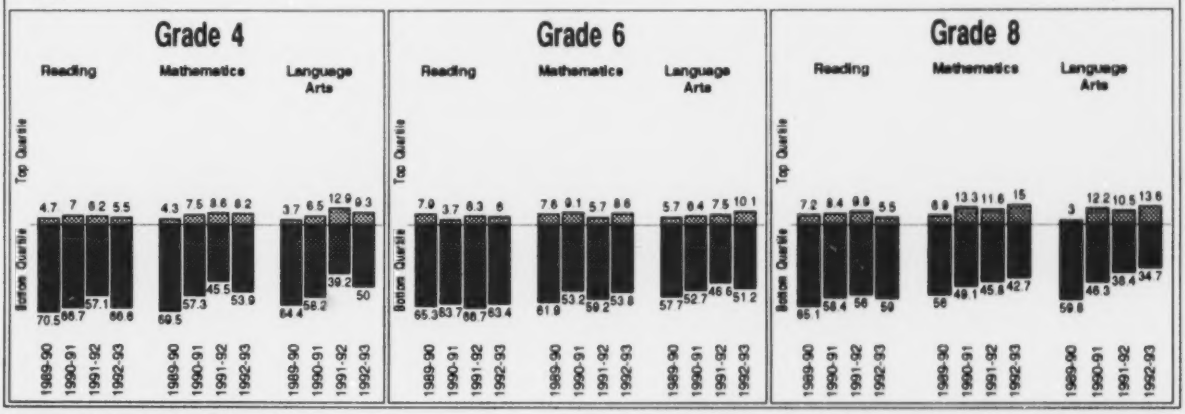
Percent of Students Promoted to the Next Grade

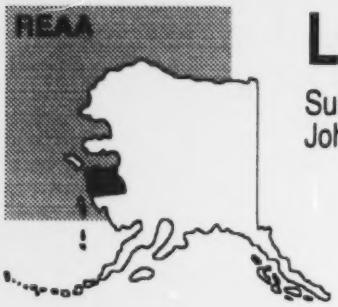
Grade	1	2	3	4	5	6	7	8
1991-92	94.5	96.9	98.8	96.1	95.4	98.0	89.4	98.6
1992-93	97.1	99.2	99.2	98.0	98.7	99.5	93.8	97.8

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	565	93.7	not collected		not collected		30	5.3	428	75.8
1990-91	562	93.1	34	5.6	8	1.3	49	8.7	439	78.1
1991-92	575	89.7	2	0.3	64	10.0	29	4.5	248	38.6
1992-93	575	88.7	29	4.4	44	6.7	33	5.7	257	44.7





Lower Yukon Schools

Summary School District Report Card to the Public
John Gill, Superintendent

District Characteristics

Student Enrollment	1,521	Schools	11
High School Graduates	62	Population	5,246
Square Miles	19,302	Median Family Income	20,586
Funding Communities	11	Per Capita Income	6,519
		% Unemployment	11.1
		% Adults with H.S. Diploma	55.0

Superintendent's Highlights

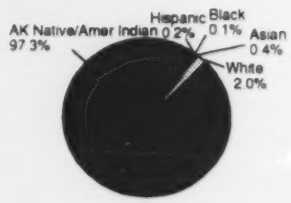
We are all very proud of the many accomplishments of the Students, Parents, Community Members, Elders, and Professional Staff of our District. The Regional School Board has been highly supportive in making difficult, but critical decisions on getting the most for our education dollars. The 1992-93 school year presented even more challenges as we progressed toward the 21st century.

District Progress Toward Goals

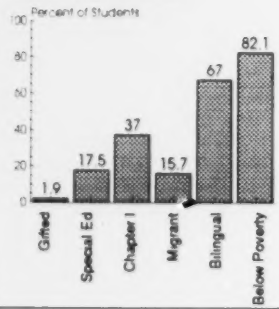
1992-93 GOALS	PROGRESS
■ Students will graduate having met the district established outcomes.	■ learning outcomes were established for K-12 math and initial work on outcomes for science was completed ■ all new staff were trained by site administrators in OBE and Mastery Learning
■ Students will practice healthy life skills as defined by district outcomes.	■ 3,749 contacts were made by counselors on substance abuse concerns/matters ■ individual sites implemented B.A.B.E.S. and Positive Action programs to increase self-esteem among students ■ committee work was conducted throughout the year on an STD/AIDS curriculum
■ The community will be positively involved in the education of the child.	■ surveys were conducted at each site of parent involvement
■ Establish outcomes for the primary, middle, intermediate and secondary levels.	■ outcomes have been established for language arts and math. A committee worked through the year on science outcomes ■ intial work was done on outcomes for selected health areas
■ Adequate facilities to meet the needs of the school population and facilitate the program outcomes.	■ work was completed on two site construction projects ■ adequate funding was allocated for maintenance/repair/upkeep on all site buildings

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ suggest classes music, art, survival skills, gun safety and small engine repair, be available on demand ■ enjoy and want more variety in extra curricular activities ■ liked parents being involved with the school

Parents and Community

■ suggest added emphasis be placed on school/community involvement ■ like the schools' methods of communication concerning their children ■ would like to see more cultural activities within the curriculum ■ see an increase in students' self-esteem

Parent Involvement

- newsletters
- teacher letters
- teacher home visits
- open houses
- attendance at awards assemblies and special functions such as potlaches, cultural activities, elders meetings, and holiday dinners
- parent/teacher conferences
- volunteers such as elders talking with students and sharing native dancing
- advisory parent groups
- district committees - math text selection
- participation in PAC/NEC

Other Indicators of School Performance

- rural student Voc Program/Academic Dec both district and statewide
- student participation encouraged in district sponsored committees and programs
- students selected to participate in forums and groups represented by youth and elders
- increasing number of LYSD graduates attending colleges, universities and post-secondary programs; 144 LYSD graduates are in post-secondary programs

Environmental Education

- The Lower Yukon School District currently uses various courses and classroom teaching activities to provide environmental education. This instruction is related to the local communities, state, nation and the world. One new course added this year which deals with local and state environmental issues is "Tundra Environmental Science."

LYSD sees the value in providing a spiraling sequential environmental education curriculum for students kindergarten through 12th grade. It envisions such a curriculum in the near future.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	3	not collected	not collected	25	4.7	will be reported beginning in 1995
1991-92	2	3.3	95.0	27	5	reflecting the 1991-92 9th graders
1992-93	12	13.2	92.5	26	5	who graduate

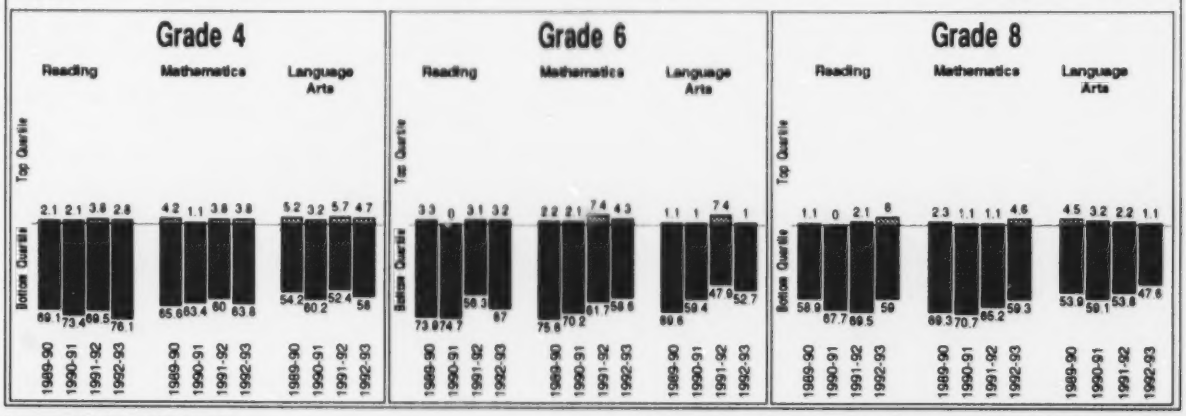
Percent of Students Promoted to the Next Grade

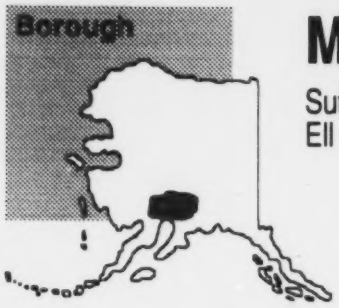
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	99.0
1992-93	98.7	98.6	99.3	100.0	100.0	100.0	100.0	98.8

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	281	93.7	not collected		not collected		18	6.4	270	96.1
1990-91	284	97.9	0	0.0	6	2.1	45	15.8	275	96.8
1991-92	296	94.5	0	0.0	17	5.4	36	11.5	227	72.5
1992-93	283	92.1	4	1.3	20	6.5	38	13.4	180	63.6





Matanuska-Susitna Borough Schools

Summary School District Report Card to the Public
Ell Sorenson, Superintendent

District Characteristics

Student Enrollment	10,677	Schools	28
High School Graduates	455	Population	44,582
Square Miles	20,544	Median Family Income	40,745
Funding Communities	14	Per Capita Income	15,898
		% Unemployment	13.3
		% Adults with H.S. Diploma	88.0

Superintendent's Highlights

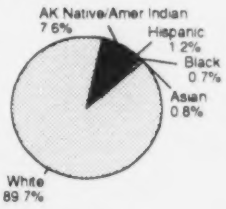
We are living by our belief that all students can and will learn that which is truly important. The residents of the Matanuska-Susitna Borough know that if everyone in our community cares enough and is willing to work hard, success for all students is possible. Schools are safe places where learning is expected and achieved.

The community, parents and staff are very proud of our students' achievement. We are equally proud of the consistent efforts made by committed teachers, parents and community members to assure that students are given the best education available.

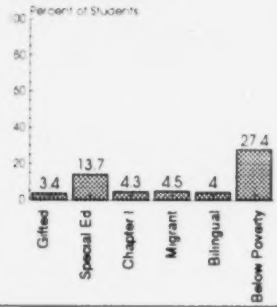
Progress in moving toward an research-based system is significant.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
▪ Exert the effort needed to house students in uncrowded, properly utilized, attractive, well built, and well maintained schools.	▪ the school district is working successfully with the Alaska Legislature, the Borough citizens, parents and staff members to provide adequate schools for future growth ▪ new school construction plans organized on a six year planning format
▪ Build a research-based curriculum which is designed to promote student achievement and self-esteem.	▪ the district has adopted and published exit outcomes for students at all levels, and has established action plans for implementation of research based practices ▪ course grade level outcomes have been successfully incorporated by the teaching staff ▪ assessment methods piloted and aligned with outcomes
▪ Promote good public relations through improved communications with all segments of our communities.	▪ we continue to focus on the critical need for a positive public relationship building with our community groups, parents, school employees and with our students ▪ brochures and newspaper supplements have been written and distributed to promote school programs ▪ Board briefs and school newspapers published and distributed throughout the Borough
▪ Promote positive pupil/teacher ratios and proven programs which are directly focused on reducing the number of students who are at risk.	▪ Pupil teacher ratios remain at reasonable levels and continue to receive the highest priority and commitment of the staff, community and Board of Education ▪ parent volunteers ▪ Alternative School receives support of parents and community groups

Comments on School's Performance

Students, Parents and Community Members

Students

▪ My teachers and my family work together to help me succeed in school ▪ Math is my favorite class because it is part art, and kind of like science

Parents

▪ student assessment needs to include more than a report card ▪ we appreciate the top quality educational programs and the quality teachers who are concerned for the individual student

Community

▪ quality working relationships exist among the community, the school administration, the staff and the students ▪ Outcome Based Education programs help to develop productive citizens for the future

Parent Involvement

■ Education of children is a responsibility that is best shared among parents, school staff and members of the community. Parents have many opportunities to become involved at the school and District level, and the participation is outstanding. Some schools report that more than 200 parents are included on their volunteer roster. One elementary school reports that there are typically 20 volunteers posted in individual classrooms every morning to help teachers serve students. Several schools credit their parent volunteers for the success of special fund-raising projects, for student groups, or for the successful construction of nature trails and greenhouses. The hundreds of parents who are involved have greatly enhanced the effectiveness of the educational programs.

Other Indicators of School Performance

■ Student performance is the true indicator of school performance, so we turn to student outcomes as a measure of success. A variety of methods are used to perform authentic and traditional assessment. Strategies include, but are not limited to: n Student Portfolios n Performance Assessment n Student Lead Conferences n Work Experience n Teacher Grades and Reports n Criteria-Based Testing n Parent and Teacher Observations n Creative Problem Solving n Application of Knowledge via Project n Employer Reports and Evaluations n Community Service Opportunities n Norm Referenced Tests (ITBS). These successes are celebrated as indicators of district-wide effectiveness of school programs.

Environmental Education

■ Thematic units of study begin at the elementary level and environmental education is integrated into all areas of science during the middle school and high school years. The major goals of the Mat-Su District's environmental educational program are as follows: 1) to instill in students a sense of interest, responsibility, and ultimately stewardship in caring for our environment; 2) to encourage students to learn and utilize scientific principles in the investigation and problem solving relative to the environment; and 3) to provide authentic experiences and appropriate information so students can make responsible life style and career choices.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	7	not collected	not collected	146	3.8	will be reported beginning in 1995
1991-92	7	14.1	91.4	129	3	reflecting the 1991-92 9th graders
1992-93	5	13.9	91.3	147	3.2	who graduate

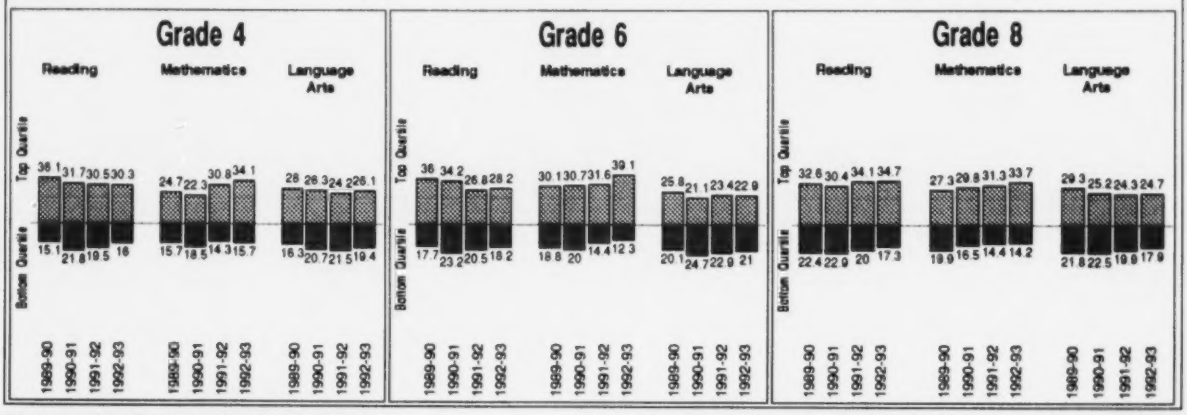
Percent of Students Promoted to the Next Grade

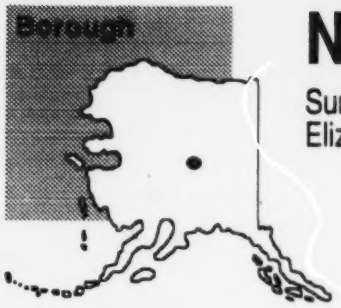
Grade	1	2	3	4	5	6	7	8
1991-92	96.8	98.6	98.7	99.5	99.3	99.9	98.6	98.4
1992-93	96.3	98.2	99.3	99.3	99.4	99.1	97.5	98.3

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	2081	95.2	not collected		not collected		102	4.9	55	2.6
1990-91	2261	95.0	92	3.9	26	1.0	95	4.2	92	4.1
1991-92	2406	92.2	152	5.8	49	1.8	83	3.1	41	1.5
1992-93	2437	91.3	179	6.7	53	1.9	104	4.2	61	2.5





Nenana City Schools

Summary School District Report Card to the Public
Elizabeth Boario, Superintendent

District Characteristics

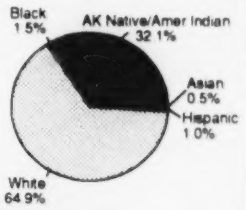
Student Enrollment	199	Schools	1
High School Graduates	10	Population	605
Square Miles	9	Median Family Income	27,432
Funding Communities	1	Per Capita Income	11,554
		% Unemployment	16.4
		% Adults with H.S. Diploma	81.0

Superintendent's Highlights

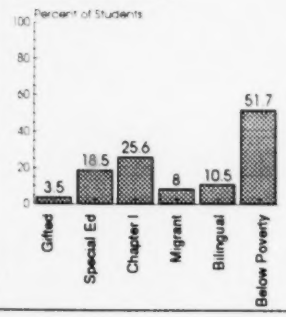
The students and staff in Nenana are going through a period of recovery. Positive parental involvement is becoming a force for good things to happen for children. A newly established mentor program is being attempted to help students "at risk". Goal setting activities to help all students have success is bringing teachers together and moving the school forward. The board members are working as a cohesive team and all are active in focusing on educational programs that work. It's a year of building, building a strong team for kids in Nenana.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Improve the quality of instruction through effective teacher recruitment, supervision and staff assignments.	■ two new administrators will focus on improving the quality of supervision as well as evaluation
■ Encourage positive change in all areas of the school program by creating an environment for visionaries.	■ positive change is continuing with ongoing workshops for teachers to encourage risk-taking
■ Improve the school climate, assuring that each student and staff member feels welcome, necessary and a valued part of the school.	■ this has been an area that is showing success this year
■ Provide new programs and new ideas for the "total school improvement" effort in Nenana.	■ continue to work toward total school improvement especially looking at the "at risk" population
■ Take control of a variety of administrative activities and situations which have been "out of control".	■ with a totally new administration this still very much a priority
■ Ensure accountability in all areas of the district and demonstrate outcomes of the accountability.	■ continuing toward this goal
■ Encourage the entire community to raise expectations for the school and for the students, and teach everyone to set realistic goals for improvement.	■ workshops with staff, board and community propel us toward this goal

Comments on School's Performance

Students, Parents and Community Members

Students

■ like the new gym floor ■ improved administration ■ some of the classes are unpopular ■ would like a rotating schedule

Parents

■ the school is doing a good job teaching social studies ■ students participation in school activities is an important part of their education ■ the program is supportive of students' needs

Community

■ school needs earlier intervention program for students with learning disabilities ■ school is helping students to cope with rapid societal change

Parent Involvement

- Parents are kept informed about school news through school and teacher letters, home visits, and homeschool coordinator activities. In addition, parents serve as volunteers on district committees and participate in parent groups.

Other Indicators of School Performance

- 50% of the 7-12th graders were on the honor roll at least one quarter
- all students participate in school sponsored events, such as members of a team, chorus, band, observer, or helper
- student attendance is high on a daily basis, and students do like to come to school
- positive program for "at risk" students being developed

Environmental Education

- The Nenana District provides courses whose topics are focus on environmental education or natural resources conservation. The three major goals of environmental education are to: 1) develop an awareness, appreciation and value of Alaska's Natural Resources; 2) understand basic river ecology and man's relationship with the river; and 3) appreciate local cultures and their relationship with the environment. Through district programs, students learn about a variety of plant and animals as well as population trends and how these relate to each other in the environment.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	6	not collected	not collected	0	0	will be reported beginning in 1995
1991-92	-2	18.4	92.4	0	0	reflecting the 1991-92 9th graders
1992-93	4	17.8	93.2	4	4.5	who graduate

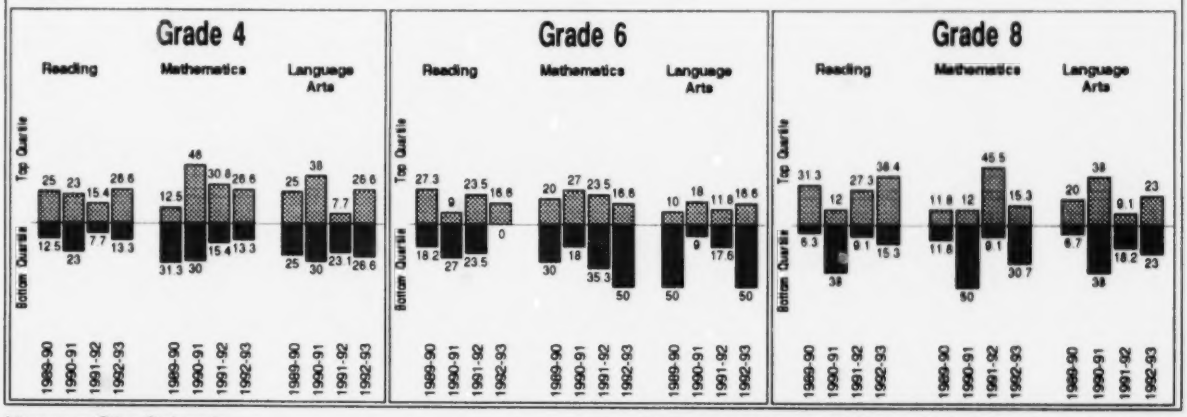
Percent of Students Promoted to the Next Grade

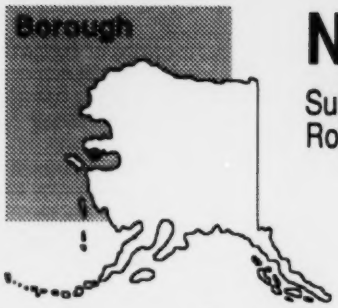
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	92.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	44	93.6	not collected		not collected		0	0.0	0	0.0
1990-91	32	88.9	1	2.8	3	8.3	1	3.1	2	6.3
1991-92	41	95.3	0	0.0	2	4.6	6	13.9	2	4.6
1992-93	34	73.9	4	8.7	8	17.3	2	5.8	1	2.9





Nome City Schools

Summary School District Report Card to the Public
Robert Kinna, Superintendent

District Characteristics

Student Enrollment	728	Schools	3
High School Graduates	42	Population	3,647
Square Miles	18	Median Family Income	30,144
Funding Communities	1	Per Capita Income	10,701
		% Unemployment	11.2
		% Adults with H.S. Diploma	74.0

Superintendent's Highlights

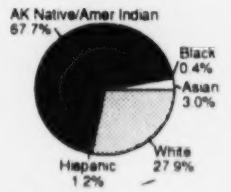
Our School Board is nearing completion of a five-year plan. Public hearings were held every week over a three month period to take written and oral testimony from all identifiable segments of the community. School programs and curriculum will be developed according to this public testimony.

District Progress Toward Goals

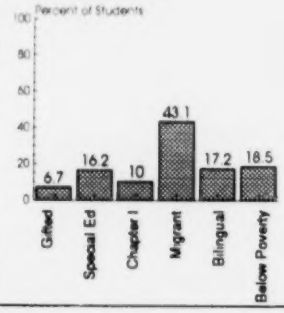
1992-93 GOALS	PROGRESS
■ Achieving at or above grade level by end of each school year.	■ Grades 1, 2 and 8 did show improvement
■ School attendance of 98%.	■ Attendance was at about 94%
■ Comprehensive plan for improvement of school building libraries refined and updated.	■ A plan was developed but funding did not permit implementation
■ Districtwide technology committee Board action to update framework for technology acquisition and to develop comprehensive five year technology plan.	■ The technology committee did not produce a five-year plan
■ Inform Community of need for middle school facility.	■ Dissemination of information is on-going
■ Maximize teacher/student contact time by minimizing classroom disruption.	■ Improvement was shown by reducing interruptions
■ Work toward equitable funding for school district.	■ Work is on-going, but the City did grant a supplemental contribution as did the State
■ Adopt comprehensive five year plan for school district that includes philosophies of Alaska 2000.	■ A plan has been adopted in draft form

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ Hire a foreign language teacher to teach classes and to guide STAR Schools language program ■ Gifted and Talented program does not seem to be successful, maybe it should be dropped ■ Hire community people to direct activities and to teach sports

Parents and Community

■ Set higher standards for students and expect higher student performance ■ Stress the basics and promote students who demonstrate mastery ■ School district programs must be maintained without further reductions ■ Educate children to be lifelong learners

Parent Involvement

- Parents were actively involved in the planning process for the future of Nome Public Schools. Over a twelve week period, weekly public meetings were held for the School Board to receive public testimony. Parents and groups were invited and given scheduled time to offer ideas and suggestions. The meetings were well attended and generated much information.

Other Indicators of School Performance

-

Environmental Education

- Nome City School District provides courses whose topics focus on environmental education or natural resources conservation. The three major goals of environmental education are to: 1) create awareness; 2) teach subsistence; and 3) provide hands-on projects, i.e. fisheries project. The grades 1-12 curriculum places emphasis on wildlife management, mining/geology, marine/aquatic/fishing, and field-based studies. The students have done an outstanding job of running a fisheries program.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	3	not collected	not collected	3	1	will be reported beginning in 1995
1991-92	-0.3	21.9	93.5	1	0.3	reflecting the 1991-92 9th graders
1992-93	-6	16.5	93.3	0	0	who graduate

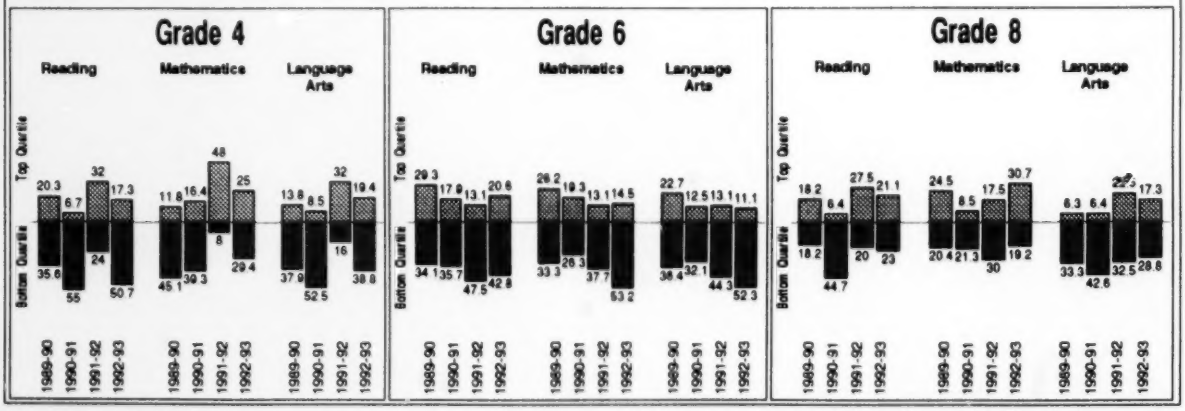
Percent of Students Promoted to the Next Grade

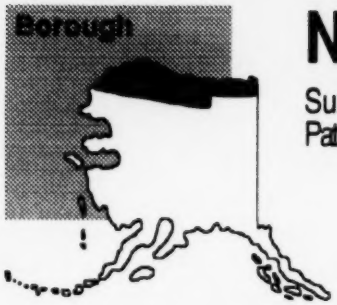
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	98.6	100.0	100.0	100.0	100.0	98.3	100.0
1992-93	98.1	96.4	92.9	98.3	100.0	100.0	88.9	91.2

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	151	95.6	not collected		not collected		4	2.6	14	9.3
1990-91	165	93.2	1	0.6	11	6.2	9	5.5	13	7.9
1991-92	126	78.2	12	14.3	23	7.5	10	6.2	4	2.4
1992-93	184	96.8	0	0.0	6	3.1	19	10.3	3	1.6





North Slope Borough Schools

Summary School District Report Card to the Public
Pat Aamodt, Superintendent

District Characteristics

Student Enrollment	1,508	Schools	11
High School Graduates	56	Population	6,591
Square Miles	84,983	Median Family Income	50,473
Funding Communities	8	Per Capita Income	18,231
		% Unemployment	5.0
		% Adults with H.S. Diploma	69.0

Superintendent's Highlights

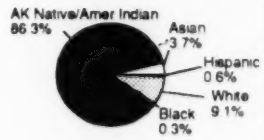
We are experiencing continued success with our high school interactive video program, offering 3 math classes and an Alaska Studies class. We have strengthened our home school facilitator program with the hiring of a districtwide facilitator to support our village home-school facilitators. We opened our first middle school and are conducting inservices and staff training in middle school concept.

District Progress Toward Goals

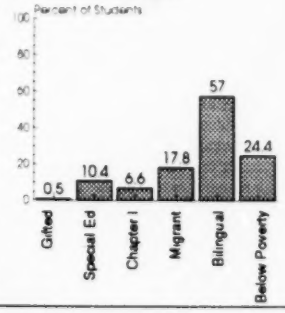
1992-93 GOALS	PROGRESS
■ Demonstrate year or more of academic growth in district mandated Criterion Reference Tests and ITBS/TAP.	■ 77% of our students gained 6 months - 1 year, 5 months on ITBS/TAP
■ Foster positive self-esteem and good citizenship.	■ Each site has monthly positive incentives to recognize students; Quest and HLAY 2000 provide focused self-concept programs; counselors focused on classroom presentation re: positive self-esteem and good citizenship ■ Inupiaq values stressed in classes and culturally relevant materials used by Inupiaq and regular classroom instructors
■ Treated equitably and have equal opportunity to succeed academically.	■ Teachers received inservice on high expectations; Effective Schools Research ■ Unconscious cultural bias materials, and inservices presented to admin/teachers
■ Fair and equitable disciple plan developed at each school.	■ Each school had developed and posted management plans ■ Positive incentive identified

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ Students would like more travel ■ Students would like more interactive video classes ■ Additional voc-ed classes

Parents

■ Lack of space in schools ■ More vocational classes ■ More teachers

Community

■ Additional gym space ■ More classrooms ■ Voc-ed classes

Parent Involvement

- Parent/community involvement via open house, parent/teacher conferences, home school facilitator, phone calls and home visits.

Other Indicators of School Performance

-

Environmental Education

- The NSBS district provides courses whose topics focus on environmental education or natural resources conservation. The three major goals of environmental education are: 1) students will have an awareness of and appreciation for the importance of the interrelationship between man and environment; 2) students will become aware of and implement environmentally sound practices; and 3) students will identify sources of pollution in their communities and develop plan to alleviate these sources.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	4	not collected	not collected	17	3.7	will be reported beginning in 1995
1991-92	8	3	91.4	28	5.4	reflecting the 1991-92 9th graders
1992-93	3	15.6	89.4	26	4.8	who graduate

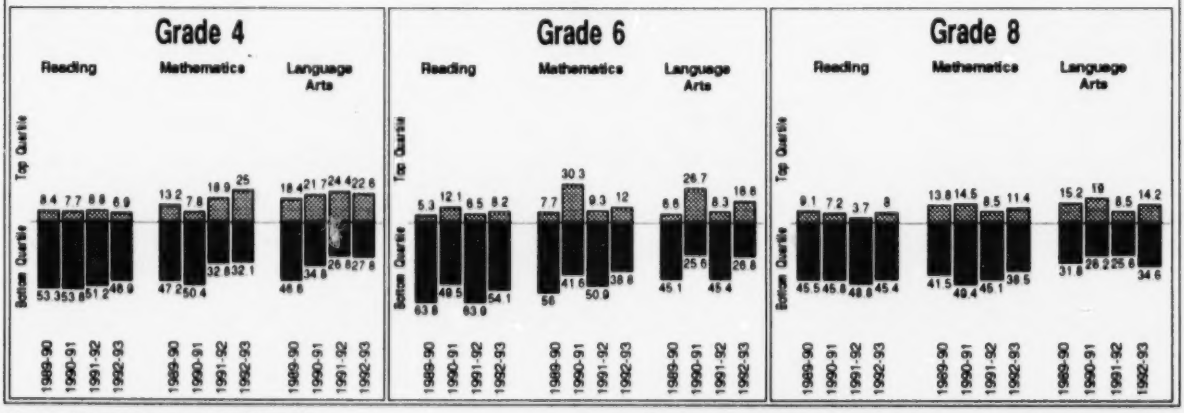
Percent of Students Promoted to the Next Grade

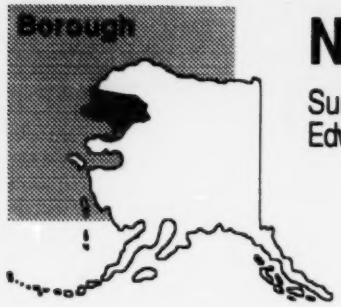
Grade	1	2	3	4	5	6	7	8
1991-92	98.1	99.4	100.0	100.0	100.0	100.0	99.1	98.9
1992-93	100.0	100.0	100.0	100.0	100.0	99.1	99.1	99.1

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	271	90.3	not collected		not collected		26	9.6	192	70.8
1990-91	292	93.2	12	3.8	10	3.2	23	7.9	222	76.0
1991-92	315	92.9	0	0.0	24	7.0	22	6.4	173	51.0
1992-93	325	89.2	3	0.8	36	9.8	21	6.4	200	61.5





Northwest Arctic Borough Schools

Summary School District Report Card to the Public
Edwin T. Gonion, Superintendent

District Characteristics

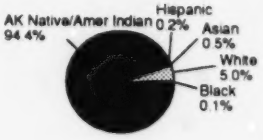
Student Enrollment	1,737	Schools	15
High School Graduates	63	Population	6,514
Square Miles	37,296	Median Family Income	33,313
Funding Communities	11	Per Capita Income	10,040
		% Unemployment	17.8
		% Adults with H.S. Diploma	64.0

Superintendent's Highlights

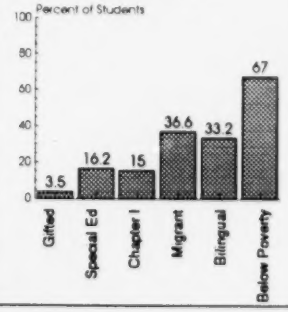
The Northwest Arctic Borough School District's plan continues to focus on improving academic programs and student achievement. Our revised mathematics curriculum, based on NCTM standards, is being implemented and supported through in-depth training of teachers. We are able to offer a variety of subjects through the STAR Schools program at every site including Russian, Japanese and Spanish. Every site has IBM computer labs and software to complement the mathematics curriculum, the reading program and the drug prevention education program. The coming year should provide opportunities for challenges and fun while learning.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Implement comprehensive communication network.	■ bimonthly publication of "Perspectives" newsletter ■ the local newspaper and radio station continue to cover events in the district ■ districtwide mathematics inservice that every teacher in the district attended
■ Raise standards and expectations of students and staff regarding attendance, academic achievement and professional performance.	■ installation of satellite dishes has been completed giving every site access to additional courses ■ more students placed in the top quartile and fewer in the bottom quartile on the ITBS ■ attendance rate increased slightly from last year
■ Increase parental involvement in total school program.	■ active parent advisory committee ■ two schools have formed school improvement committees ■ increase in attendance at Open Houses
■ Improve effectiveness of Bilingual and Bicultural Education.	■ districtwide inservice was held ■ involved in teaching an Inupiat Culture class in coordination with Chukchi College
■ Revise Mathematics Curriculum in terms of Outcome-Based Education.	■ Regional School Board adopted Mathematics Curriculum based on NCTM standards

Comments on School's Performance

Students, Parents and Community Members

Students

■ teachers and staff are helpful and care that students learn the subjects they teach ■ like the spirit of their schools ■ like the immediate open access to their principals

Parents

■ concerned about the overcrowded facilities in the District ■ schools are doing a good job teaching mathematics, language arts and social studies ■ feel informed regarding educational policies such as rules and regulations affecting their students

Community

■ facilities in villages are inadequate due to overcrowding ■ the total educational programs offered are of high quality and teachers are competent

Parent Involvement

- communications with parents occur via radio announcements, home visits by the principal, Inupiaq Days with Elders, school generated letters, and the television scanner and posted notices
- parents support the school by nightly gym clean-up, K-1 Art program, volunteering for classroom, athletics and special program activities
- programs for parents include an incentive program in which parents can earn points for the students by visiting the classroom, Family Math, Speak Up For Progress, parent workshops and policy and procedure meetings
- parents participate on advisory boards, school improvement team, booster clubs and other advisory groups

Other Indicators of School Performance

-

Environmental Education

- Northwest Arctic Borough School District does not have a separate environmental education curriculum.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-4	not collected	not collected	28	4.8	will be reported beginning in 1995
1991-92	3	14.3	91.4	31	4.9	reflecting the 1991-92 9th graders
1992-93	7	19.2	91.5	41	6.3	who graduate

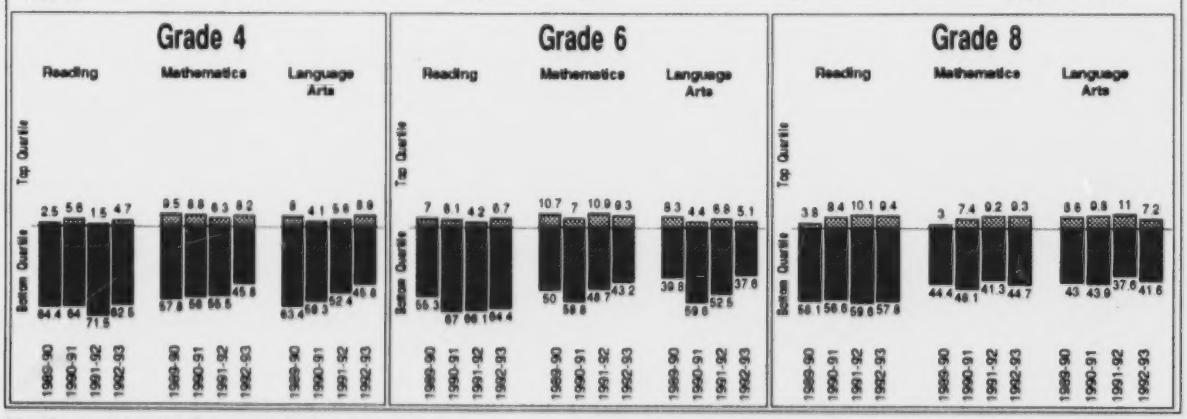
Percent of Students Promoted to the Next Grade

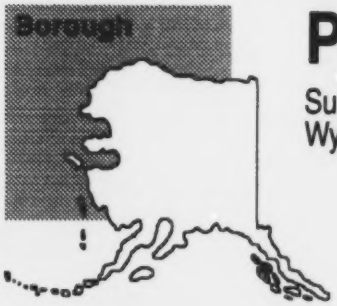
Grade	1	2	3	4	5	6	7	8
1991-92	91.7	95.1	94.6	95.3	94.6	96.9	92.9	95.7
1992-93	94.9	96.5	98.5	100.0	100.0	100.0	94.6	95.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	347	94.6	not collected		not collected		50	14.4	171	49.3
1990-91	328	91.1	28	7.8	4	1.2	37	11.3	270	82.3
1991-92	358	91.3	29	7.4	5	1.2	17	4.3	159	40.5
1992-93	361	89.5	16	3.9	26	6.4	30	8.3	119	32.9





Pelican City Schools

Summary School District Report Card to the Public
Wyman Faircloth, Superintendent

District Characteristics

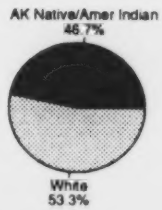
Student Enrollment	47	Schools	1
High School Graduates	2	Population	228
Square Miles	1	Median Family Income	38,583
Funding Communities	1	Per Capita Income	15,463
		% Unemployment	10.3
		% Adults with H.S. Diploma	83.0

Superintendent's Highlights

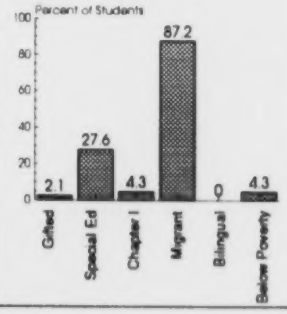
Annual Board goals set the tone and framework for continuous improvement of the Pelican School program. The superintendent views the integration of district goals with Alaska 2000 goals as an important factor in the education planning for the district. The school district values a continued emphasis on collaborative planning among staff, board and parents. This planning provides an appropriate program that meets the needs of Pelican students.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Improve communications, among Board, Superintendent, Staff, Parents, Students, and Community.	■ Parent/Community Survey indicated improvement and that a continuing emphasis should be placed on communication within the district and community
■ Improve school attendance.	■ Over the course of the 1992-93 school year a quarterly average of 55% of students were absent/tardy fewer than five times. Continued monitoring by the attendance clerk, frequent phone contacts with parents, migrant tutoring program and attendance awards contributed to the achievement of the goal. The District believes this goal was met and will continue established procedures
■ Increased parent involvement in their child's education.	■ The 1992-93 goals of 80% participation in grade level meetings and 75% attendance at the first nine week Parent/Teacher conferences indicates continuous parental participation in school activities
■ Review, revise and implement school discipline plan.	■ Classroom plans completed by teachers. Schoolwide rules, consequences and guidelines revised and included in the 1992-93 school handbook ■ A majority of the observations taken from surveys indicated that discipline as a whole improved over the past year and there is a need to maintain an emphasis on the school's behavior management process ■ Revised and adopted a teacher discipline referral form

Comments on School's Performance

Students, Parents and Community Members

Students

■ small ratio between teachers and students increases individual help ■ students seem to think the school is basically meeting their educational needs

Parents

■ desire to see more parents get involved with school ■ satisfied with the overall quality of education being offered ■ very satisfied with the atmosphere of the school

Community

■ Pelican School seems to be doing a satisfactory job ■ school employees receptive and available to public concerns

Parent Involvement

- Holiday programs
- Christmas Bazaar
- Community Pre-Thanksgiving potluck
- Adult computer night
- Quarterly newsletter
- Parent/Teacher conferences
- PAC participates in needs assessments, recommendations for programs and renewing federal grants

Other Indicators of School Performance

-

Environmental Education

- Pelican City Schools does not have a separate environmental education curriculum; however, environmental education concepts are taught across the curriculum. Topics of instruction include pollution prevention, waste reduction and recycling, and wildlife management.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-2	not collected	not collected	1	7.1	will be reported beginning in 1995
1991-92	-5	14.8	90.6	1	8.3	reflecting the 1991-92 9th graders
1992-93	2	6.1	90.6	0	0	who graduate

Percent of Students Promoted to the Next Grade

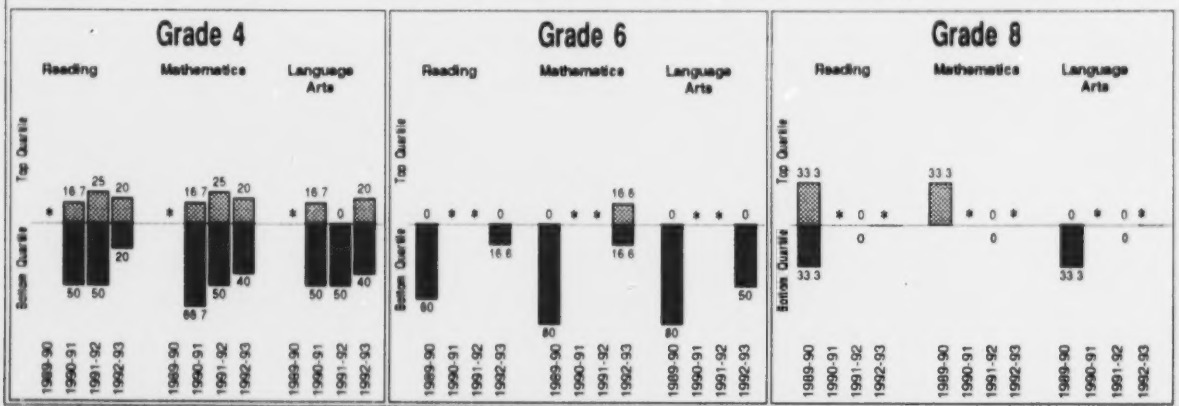
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	*	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	*	100.0

* No students enrolled in this grade.

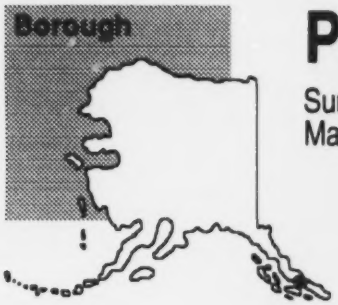
Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	9	69.2	not collected		not collected		1	11.1	1	11.1
1990-91	9	90.0	1	10.0	0	0.0	2	22.2	0	0.0
1991-92	7	87.5	0	0.0	1	12.5	0	0.0	0	0.0
1992-93	13	76.4	0	0.0	4	23.5	1	7.6	0	0.0



* Results are not reported when fewer than three students are tested in a grade.



Petersburg City Schools

Summary School District Report Card to the Public
Mary Francis, Superintendent

District Characteristics

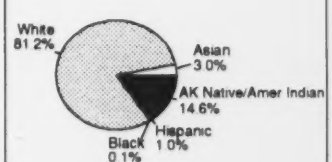
Student Enrollment	706	Schools	3
High School Graduates	51	Population	3,664
Square Miles	2	Median Family Income	49,083
Funding Communities	1	Per Capita Income	19,012
		% Unemployment	8.9
		% Adults with H.S. Diploma	83.0

Superintendent's Highlights

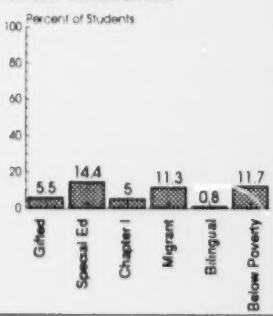
The school board's goals have set the stage for increased school improvement. These include heightened expectations for all students, enhanced communications and quality professional development. Our staff development programs during the year were directed toward some aspect of the board's goals. Community support through a newly formed PTSA, high attendance at school conferences, additional local funding, and increased participation in parent training programs, all are evidence of a strong community/school connection. The schools continue to be at the center of community activity.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Establish high educational expectations for all students.	■ grading and homework policies and social skills expectations were developed and communicated to students/parents ■ after school foreign language is offered to elementary students ■ special topics training nights for parents to share methods for helping children with studies
■ Improve two-way communications between board, staff, students and community.	■ excellent response to community survey ■ board meetings well-publicized ■ PTSA is organized and running ■ community/parent observation in classes increased ■ newsletters, newspaper articles are frequent
■ Link high quality professional staff development programs to board goals.	■ staff development days are directed toward board goals ■ funds budgeted for staff development
■ Identify needs of at-risk students and develop appropriate program utilizing district and community resources.	■ community network federal grant was not funded; board picked up the cost so the program can continue ■ demonstration network continues and participation grows ■ 1993-94 inservice schedule is on at-risk issues

Comments on School's Performance

Students, Parents and Community Members

Students

■ high ratings to current programs ■ supportive teachers ■ pleasant, safe facility and atmosphere ■ need greater variety of electives at the high school, more activities at the middle school and active time at the elementary school

Parents

■ maintain the current educational effort ■ emphasized the importance of small class size ■ courses provide variety and use current materials

Community

■ one of the best in the state ■ support high standards, strong discipline, and a challenging curriculum

Parent Involvement

- parents provided support in the Geography Bee, Spelling Bee, Quiz Bowl, Pep assemblies, senior dinner, Operation Graduation, and fund raising n participated in parenting classes, inservice programs, parent/teacher conferences, orientation, counselor/parent workshops, and computer night n assisted in tutoring and classroom assistance n involved as members of grants advisory, curriculum steering, and vocational advisory committees, Petersburg Parent Teacher Student Association and in curriculum and textbook selection

Other Indicators of School Performance

- elementary school reading level increase due to special programs and incentives
- special elementary students were honored in the Student of the Week program
- middle school representatives were sent to the Alaska Spelling Bee and the Alaska Geography Bee
- middle school students put on a school play; 8th graders prepared an historic outdoor Thanksgiving celebration
- PHS was honored to have two students become National Merit Scholars
- 86% of PHS students participated in some extracurricular activity

Environmental Education

- The Petersburg Schools teach ecology in a number of different ways. The ecology focus is incorporated into the total curriculum rather than being taught as a separate unit. Every elementary grade is involved with Sea Week which is held during May. Sea Week celebrates the interrelationship of the ocean with its plants and animal life and the people of Petersburg. Efforts are made at the middle school to integrate ecological issues with all classes, particularly science and social studies. The High School Student Council directs the recycling of pop cans as an on-going schoolwide project.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-1	not collected	not collected	2	0.7	will be reported beginning in 1995
1991-92	3	8.2	93.7	7	2.5	reflecting the 1991-92 9th graders
1992-93	1	11	93.1	7	2.4	who graduate

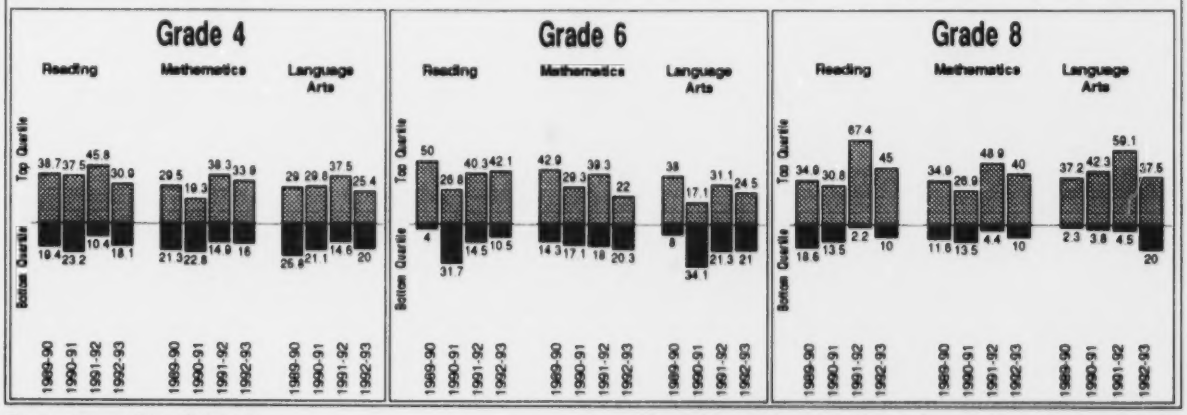
Percent of Students Promoted to the Next Grade

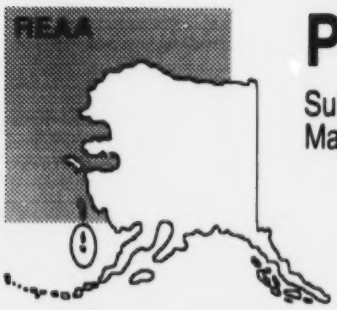
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	95.7	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Standardized Test Results • Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	156	98.1	not collected		not collected		17	10.9	4	2.6
1990-91	150	98.6	1	0.7	1	0.7	15	10.0	1	0.7
1991-92	156	98.7	1	0.6	1	0.6	11	6.9	0	0.0
1992-93	155	95.6	7	4.3	0	0.0	15	9.6	1	0.6





Pribilof Schools

Summary School District Report Card to the Public
Mark Shellinger, Superintendent

District Characteristics

Student Enrollment	159	Schools	3
High School Graduates	0	Population	950
Square Miles	7,182	Median Family Income	35,187
Funding Communities	2	Per Capita Income	15,035
		% Unemployment	1.6
		% Adults with H.S. Diploma	62.0

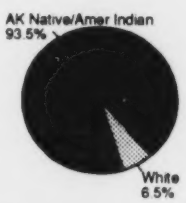
Superintendent's Highlights

The Pribilof Islands School District has changed dramatically during the last two years. The school day has been extended, new reading and math programs implemented, and for the first time the District is offering high school programs in St. Paul and St. George.

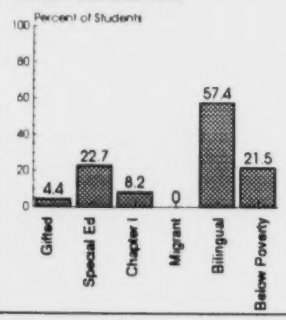
Last year, student performance, as measured by standardized testing, increased dramatically at the primary level. We are confident we will see the same increase this year at the intermediate and secondary levels. An enthusiastic staff teamed with energetic parents have made the difference in the Pribilof Islands. We are proud of our school district.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Improve academic achievement.	■ major increase in reading scores for primary age students in new phonics program
■ Student who leaves to attend High School will graduate.	■ ten of the eleven students from the Pribilofs attending boarding high schools graduated as scheduled. The student who did not graduate is working on a GED diploma
■ Social and emotional growth improved through counseling program.	■ counseling programs started at both schools. All students participate in self-esteem building and substance abuse prevention lessons weekly
■ Evaluate facility usage for better utilization in anticipation of expanding curriculum and to renovate existing facilities.	■ facility usage was evaluated and modified at both schools
■ Increase amount of parent involvement in schools.	■ parent involvement increased dramatically with scheduled parent/teacher conferences, parent classroom presentations, Aleut culture and language program and school events. Additionally, parents participate in decision making at the Board and school levels

Comments on School's Performance

Students, Parents and Community Members

Students

■ I like my teachers ■ I like my school ■ I like special events at school ■ We want a snack time

Parents and Community

■ staff members care about my kids ■ new high school programs are great ■ Aleut Dance classes are great

Parent Involvement

- Surveys conducted during parent-teacher conferences show that nearly all parents believe that the staff provides them with opportunities for involvement, and that most consider themselves involved in the schools.

Although pleased with this response, the School Board and Staff endeavor to more meaningfully involve parents in the schools. Each staff member is making an effort to coordinate class activities with home activities and to involve parents in decision making within the schools.

School Counselors on both islands are working with community counselors to provide parenting education programs.

The people of the Pribilof Islands value their children and their education. The Board is committed to actively involving families with the schools.

Other Indicators of School Performance

-

Environmental Education

- The Pribilof School District provides courses whose topics focus on environmental education or natural resources conservation. These topics are integrated with the science curriculum for grades K-12. A high emphasis is placed on: 1) pollution prevention, waste reduction and recycling; and 2) wildlife populations and habitat/wildlife management.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-4	not collected	not collected	2	5.4	will be reported beginning in 1995
1991-92	7	5.7	94.4	0	0	reflecting the 1991-92 9th graders
1992-93	4	3.4	94.1	1	2.5	who graduate

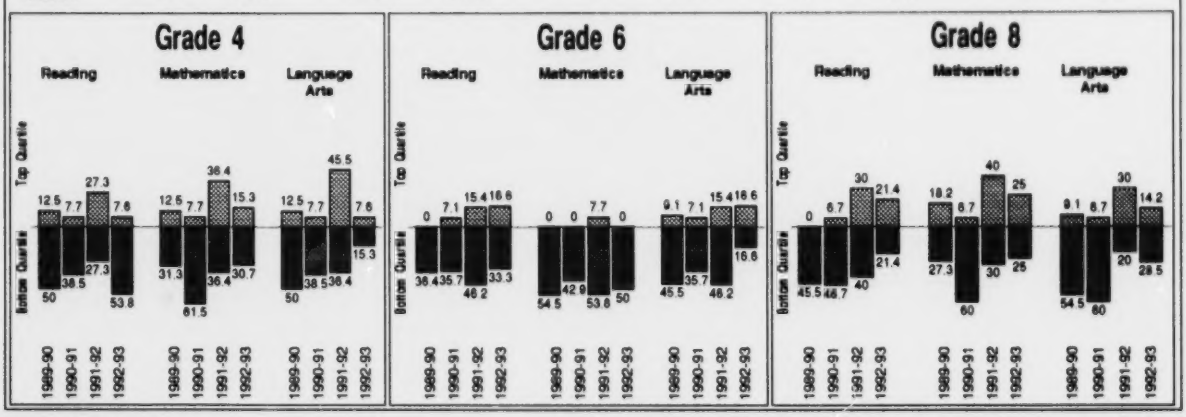
Percent of Students Promoted to the Next Grade

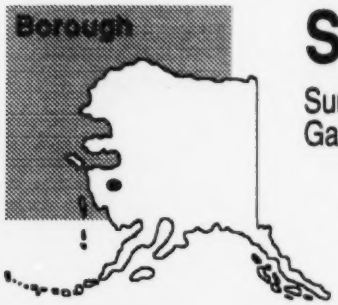
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	91.7
1992-93	100.0	88.9	96.0	100.0	100.0	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	38	100.0	not collected		not collected		8	21.1	0	0.0
1990-91	42	100.0	0	0.0	0	0.0	9	21.4	37	88.1
1991-92	34	89.4	3	7.8	1	2.6	3	7.8	32	84.2
1992-93	33	78.5	5	11.9	4	9.5	1	3.0	0	0.0





St. Mary's Schools

Summary School District Report Card to the Public
Gary Greseth, Interim, Superintendent

District Characteristics

Student Enrollment	98	Schools	2
High School Graduates	8	Population	454
Square Miles	52	Median Family Income	20,586
Funding Communities	1	Per Capita Income	6,519
		% Unemployment	11.1
		% Adults with H.S. Diploma	70.0

Superintendent's Highlights

The philosophy of St. Mary's School District is to provide the most beneficial and profitable education program possible. Both schools, Elicarvicuar (Pre-school through 6) and Adreafski High School (7-12) provide an individualized, comprehensive, sequential education for each student, using the best available contemporary educational resources. A variety of approaches and teaching methods are encouraged to meet individual needs.

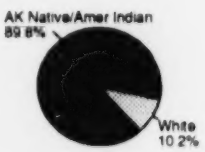
The district prepares students to cope with the challenges of a continually changing community and world. The school promotes the development of well-rounded students, intellectually, emotionally, physically, spiritually and culturally.

District Progress Toward Goals

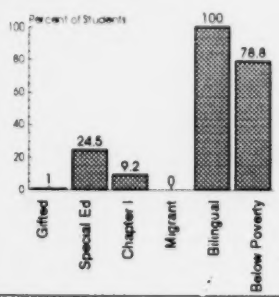
1992-93 GOALS	PROGRESS
■ More emphasis on job training and vocational education training.	■ full-time vocational instructor, plus a Yup'ik skills program with several instructors who teach vocational skills
■ Increase drug and alcohol training in schools.	■ several programs currently being used in the classroom ■ teachers help increase awareness using appropriate books in their classrooms ■ teacher inservice topic FADE/FAS students
■ Reduce number of students achieving below 25th percentile on ITBS.	■ test results so far this year show little improvement
■ Increase student and parent communication and involvement.	■ Board is actively seeking community participation in the school

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■

Parents

■

Community

■

Parent Involvement

- parent teacher conferences
- Parent Swap Day
- Native Education Committee
- awards assemblies
- Christmas Program
- parent coaches night

Other Indicators of School Performance

- Additional School Programs: student council ■ elementary basketball ■ high school basketball ■ pep assemblies ■ spirit week ■ book fairs ■ cheerleading ■ Native Youth Olympics ■ Close-Up Programs ■ science fair ■ Alaska Federation of Natives ■ dances ■ prom ■ Native Youth Academics ■ bilingual conference ■ school crafts fair
- Scholarships and Awards: monthly awards assemblies
- Variety of scholarship programs such as Native Corp. Scholarships, St. Mary's Scholarships and AVCP.

Environmental Education

- St. Mary's Schools follows a Board-adopted environmental education curriculum, grades 5-12. The three major goals of the curriculum are: 1) to study ecosystems; 2) to study local tundra environment; and 3) to study relevant and current environmental problems. Emphasis is placed on balancing resource development with environmental safeguards, as well as, wildlife management. Learning activities include review of current environmental articles and planned field trips to the tundra.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	4	not collected	not collected	0	0	will be reported beginning in 1995
1991-92	-9	4.4	94.4	0	0	reflecting the 1991-92 9th graders
1992-93	-7	4.7	91.9	1	2.6	who graduate

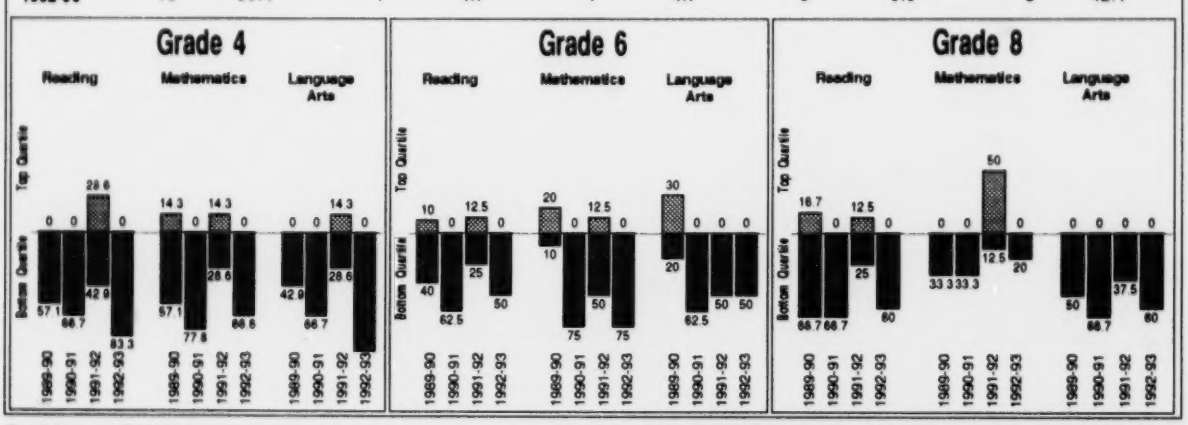
Percent of Students Promoted to the Next Grade

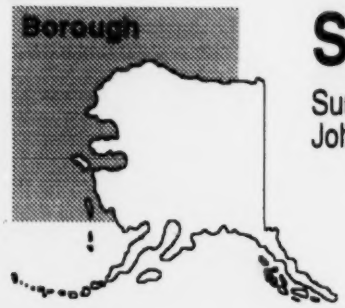
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	90.9
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	23	85.2	not collected		not collected		0	0.0	0	0.0
1990-91	23	95.8	1	4.2	0	0.0	1	4.3	3	13.0
1991-92	23	92.0	2	8.0	0	0.0	1	4.0	23	92.0
1992-93	19	90.4	1	4.7	1	4.7	0	0.0	8	42.1





Sitka Borough Schools

Summary School District Report Card to the Public
John Holst, Superintendent

District Characteristics

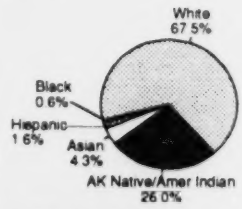
Student Enrollment	1,858	Schools	8
High School Graduates	73	Population	9,100
Square Miles	7,927	Median Family Income	43,397
Funding Communities	1	Per Capita Income	16,962
		% Unemployment	5.8
		% Adults with H.S. Diploma	87.0

Superintendent's Highlights

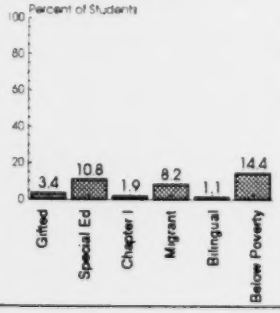
The Sitka School District, one of the most progressive educational systems in the state, is the home district of some dozen staff members who have received major state and national recognition during the past five years. These staff members are contributing members of various Alaska 2000 standards committees, are implementing many of the standards in Sitka as pilot projects, and are keeping the Sitka School District at the forefront of quality education.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ High school graduation rate will increase to at least 90% in five (5) years.	■ 3 graduates of Alternative High School since 1991 ■ 81% of students completed Algebra; 95% of Algebra II students passed
■ Upgrade, expand & maintain facilities.	■ Implemented custodial standards
■ Curricula designed for academic and career performance.	■ State Writing Assessment, 84% of 11th graders and 75% of 5th graders scored 2.5 or higher ■ implemented K-5 Native curriculum
■ Incorporate technological advancements in district operations and curriculum.	■ installation of large computer to provide networking throughout the district ■ interactive technology is present in three buildings
■ Establish class sizes as appropriate.	■ due to budgetary constraints the status of this goal has been lowered
■ Increase parent involvement.	■ parents and community participated in budget and development of educational goals ■ parent participation in curriculum process increased
■ Enhance quality of district staff.	■ professional development through increased inservice opportunities and number of math, science and social studies teachers attending State, Regional and National conferences
■ Establish K-12 drop-out prevention model.	■ increased awareness of factors influencing high risk potential for dropouts ■ established communitywide task force studying Native dropout

Comments on School's Performance

Students, Parents and Community Members

Students

■ elementary students like school and 9-12 students felt most of the teachers were caring ■ students expressed desire to have more extracurricular activities

Parents

■ identified need for more technology in classrooms ■ K-5 and 9-12 expressed presence of good effort to involve parents ■ secondary parents felt students must demonstrate higher competency in real-life skills ■ K-5 and 9-12 teachers care about students

Community

■ appreciate the good quality of teachers ■ like the small size of the district ■ counseling is needed K-12

Parent Involvement

- school newsletters sent home
- teacher generated letters
- open house for Parents
- parent orientation
- Parent/child workshops
- parent/teacher conferences
- parents are advisors, advocates and decision makers in the Parent Advisory Committees
- parents are decision makers on District hiring committees

Other Indicators of School Performance

- Writing Assessment - 84% of 11th grade students scored 2.5 or higher
- District Sponsored Programs, i.e. Spelling Bee, Geography Bee and Cooperative Work Experience
- Rotary Award - 10 graduating seniors and their parents honored for academic achievement
- 2 National Merit Finalists
- 39 scholarships awarded to graduating seniors
- one VSLO participant winner at State level and competed at the National level

Environmental Education

- Environmental education and natural resource conservation are integrated into the social studies and science curricula. Pollution prevention, waste reduction and recycling have a high emphasis.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	3	not collected	not collected	31	4.4	will be reported beginning in 1995
1991-92	4	not reported	94.2	12	1.6	reflecting the 1991-92 9th graders
1992-93	4	11.4	93.9	25	3.1	who graduate

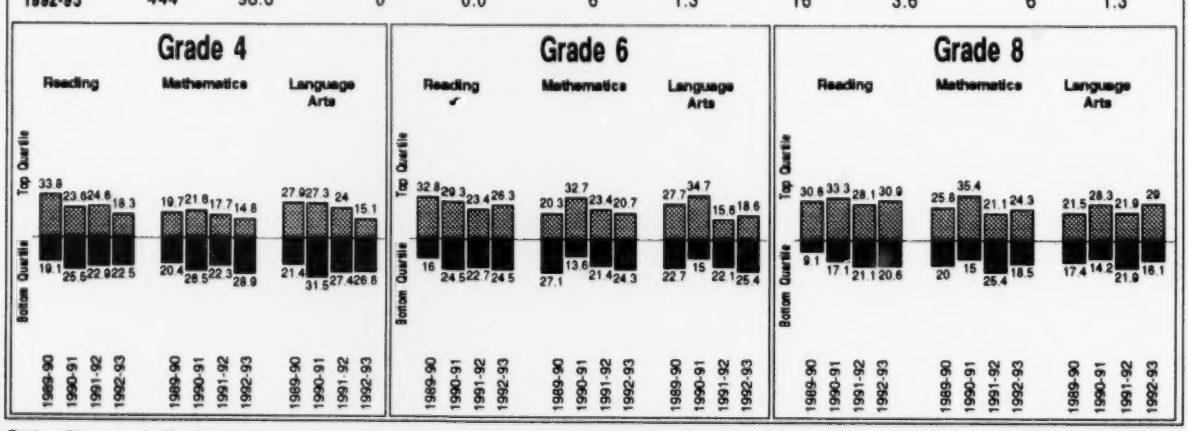
Percent of Students Promoted to the Next Grade

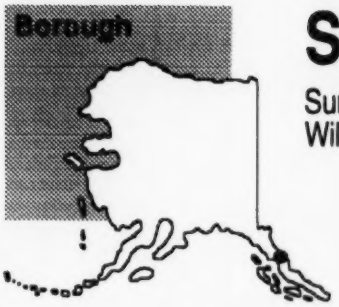
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	99.4	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	397	98.3	not collected		not collected		24	6.0	41	10.3
1990-91	439	94.6	13	2.8	12	2.6	11	2.5	1	0.2
1991-92	443	99.3	3	0.6	0	0.0	23	5.1	5	1.1
1992-93	444	98.6	0	0.0	6	1.3	16	3.6	6	1.3





Skagway City Schools

Summary School District Report Card to the Public
William D. Hopkins, Superintendent

District Characteristics

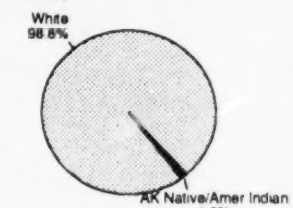
Student Enrollment	153	Schools	1
High School Graduates	4	Population	700
Square Miles	11	Median Family Income	38,583
Funding Communities	1	Per Capita Income	15,463
		% Unemployment	10.3
		% Adults with H.S. Diploma	90.0

Superintendent's Highlights

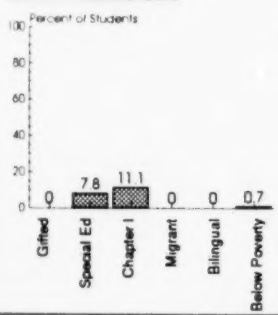
This report is being provided to the community of Skagway as a tool to use in evaluating our school district. Skagway City School District is in the process of change. The district has made technology a priority and increased the number of vocational education classes. We are maintaining our high academic standards, while meeting the needs of a broader spectrum of students. We continue to work hard to make Skagway City School the best possible for all students.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Strengthen academic standards and Board expectations and communicate them to students, staff, and community.	■ addressed the importance of lesson plans following the district curriculum ■ administration has involved the teachers in the curriculum development process ■ publication of regularly scheduled bulletin for students and parents
■ Develop technology program that meets needs.	■ course schedule shows a real increase in technology classes ■ technology teacher was hired ■ technology committee being organized
■ Encourage parental involvement in support of mission.	■ hired a part time teacher to help set up a program to help involve parents in the district ■ Quality Education Program (QEP) being used K-7; part-time P/I teacher to run QEP
■ Provide early childhood education so that every child enters school ready to learn.	■ provided a classroom for the preschool program ■ Supt. involved with preschool parent board
■ Provide for review of comprehensive maintenance plan and if necessary, provide training for maintenance and custodial staff.	■ rewrote the maintenance and custodial job descriptions ■ contracted out to do our preventive maintenance

Comments on School's Performance

Students, Parents and Community Members

Students

■ would like a swimming pool ■ middle school students would like the same privileges and high school students ■ students like their teachers

Parents

■ like the small classes ■ feel they can talk to teachers ■ like the Quality Education folders that the students bring home

Community

■ proud of the school buildings and grounds ■ like the upgrade of technology in the school ■ appreciates the weekly school bulletin

Parent Involvement

- Parents are invovled in the school, volunteering in the classrooms, as tutors, helping Public Health Nurse with her visits, providing goodies for activities and helping with "Close Up" fund-raisers. They serve on district curriculum and vocational committees, attend informational workshops on family health, homework, and reading skills.

Other Indicators of School Performance

-

Environmental Education

- The Skagway City School District provides courses whose topics focus on environmental education or natural resources conservation. The three major goals are: 1) marine/fishing improvement; 2) field-based studies working with the Yukon department of education; and 3) recycling. The district utilizes local and state resources to track the K-7 curriculum. These resources include the school hatchery, and a field-based course designed by Yukon Department of Education and Juneau-Douglas High School.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-0.3	not collected	not collected	2	3.1	will be reported beginning in 1995
1991-92	0	15.5	91.1	1	1.5	reflecting the 1991-92 9th graders
1992-93	6	19.5	93.8	0	0	who graduate

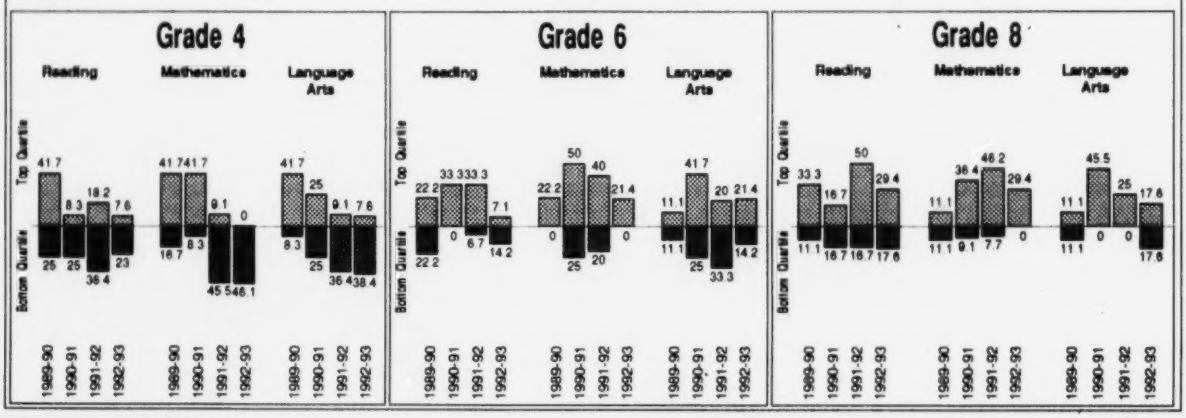
Percent of Students Promoted to the Next Grade

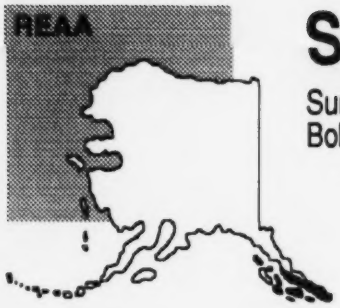
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	91.7
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	30	90.9	not collected		not collected		1	3.0	0	0.0
1990-91	36	100.0	0	0.0	0	0.0	0	0.0	0	0.0
1991-92	39	100.0	0	0.0	0	0.0	7	17.9	0	0.0
1992-93	44	97.7	1	2.2	0	0.0	1	2.2	0	0.0





Southeast Island Schools

Summary School District Report Card to the Public
Bob Weinstein, Superintendent

District Characteristics

Student Enrollment	418	Schools	18
High School Graduates	19	Population	2,814
Square Miles	18,856	Median Family Income	39,495
Funding Communities	17	Per Capita Income	15,510
		% Unemployment	10.6
		% Adults with H.S. Diploma	77.0

Superintendent's Highlights

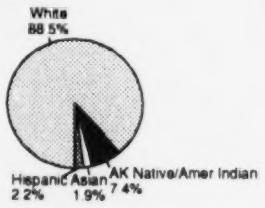
The district continues to take steps to improve communication throughout the district. School board meetings are now rotated through all 17 communities. Despite severe funding restrictions, the district remains committed to finding ways to improve learning opportunities for students.

District Progress Toward Goals

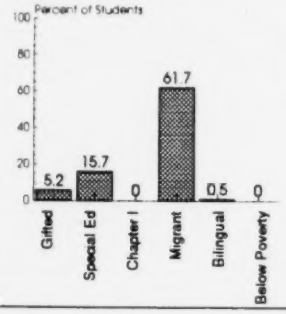
1992-93 GOALS	PROGRESS
■ Increase parental involvement in schools.	■ All Board meetings are being rotated through our 17 communities ■ Parent involvement increased as per local school reports ■ Newsletter sent to all parents
■ Review math and vocational curricula.	■ Revised curricula written and approved by Board ■ New courses and materials implemented in vocational education ■ Inservice on math standards to be held in fall of 1993
■ Develop and improve Advisory School Councils.	■ ASC minutes reviewed at all school board meetings ■ ASC's involved in policy review and local budget development ■ School board meetings held in local communities

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ pleased with the instruction they are getting and the learning atmosphere in the schools ■ would like more activities

Parents

■ most parents agree that our schools provide a good learning environment, and that students are receiving adequate instruction in the classroom ■ would like more student activities ■ would like facilities improved

Community

■ feel that teachers and students have a good working relationship ■ schools provide good learning environment ■ would like more extra-curricular activities for students

Parent Involvement

- As evidenced through the individual school reports, parents were very active in Southeast Island Schools during the past year. All schools had an active Advisory School Council during the 1992-93 school year. Most schools conducted regular parent conferences and sent out parent newsletters to keep parents informed. Numerous parents volunteered throughout the year with a variety of activities, including RIF, plays, Battle of the Books, school programs, athletic events, and school parties. Several schools had active volunteer programs to assist with instruction during the school day. Parents were also active in fundraising to assist their schools in providing extra activities and sports travel.

Other Indicators of School Performance

-

Environmental Education

- Southeast Island Schools does not have a separate environmental education curriculum.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-6	not collected	not collected	9	3.9	will be reported beginning in 1995
1991-92	-20	37.8	92.9	3	1.6	reflecting the 1991-92 9th graders
1992-93	1	38.1	91.6	3	1.7	who graduate

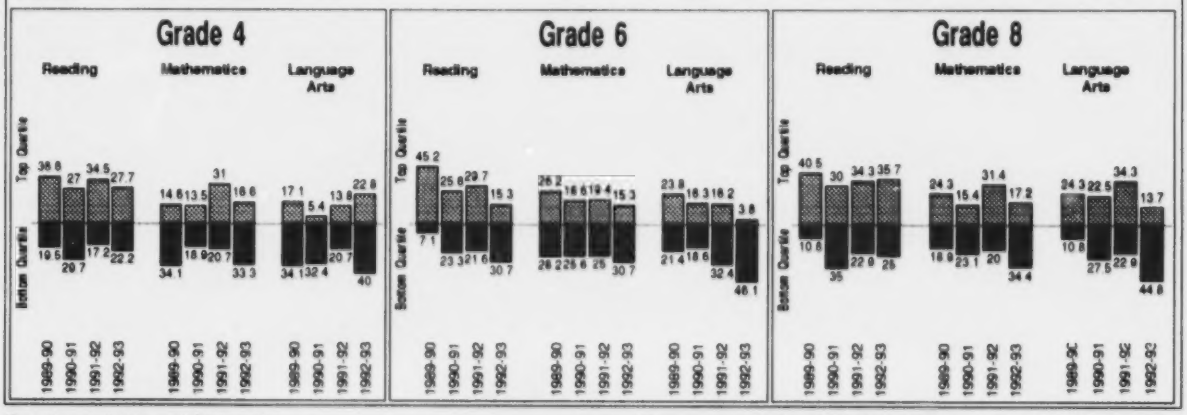
Percent of Students Promoted to the Next Grade

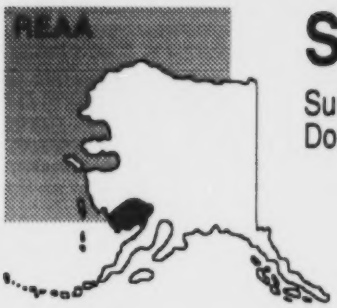
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	97.4	97.4
1992-93	100.0	100.0	100.0	97.4	100.0	100.0	97.4	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	120	88.2	not collected		not collected		11	9.2	1	0.8
1990-91	120	84.5	22	15.5	0	0.0	10	8.3	0	0.0
1991-92	101	100.0	0	0.0	0	0.0	13	12.9	0	0.0
1992-93	92	95.8	3	3.1	1	1.0	5	5.4	0	0.0





Southwest Region Schools

Summary School District Report Card to the Public
Don Evans, Superintendent

District Characteristics

Student Enrollment	479	Schools	8
High School Graduates	10	Population	2,104
Square Miles	21,996	Median Family Income	28,779
Funding Communities	9	Per Capita Income	12,782
		% Unemployment	8.4
		% Adults with H.S. Diploma	55.0

Superintendent's Highlights

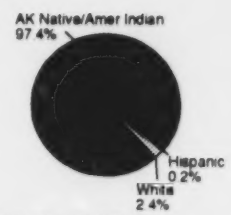
During the 1991-92 school year, the Southwest Region School District implemented a K-8 competency-based curriculum that focuses on mastery of basic skills in Language Arts and Mathematics. In FY93 we revised and refined the program, and began a series of off-level tests. Student instructional levels were determined and individualized programs of study developed. The goals for the 1993-94 school year will reflect a continuing commitment to our Competency-Based Education program. We will expand the range and scope of the program and begin to include the high school students, and begin the process of writing science curriculum competencies.

District Progress Toward Goals

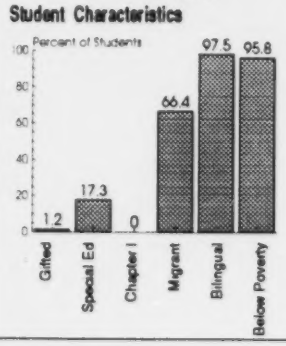
1992-93 GOALS	PROGRESS
■ Implement Competency-Based Education program to target mastery of basic skills in areas of listening, speaking, reading, writing, and mathematical computation K through 8th.	■ Throughout the 1992-93 school year, the teachers used Criterion-Referenced Tests to determine the instructional level for each student in Language Arts and Mathematics. They tested a minimum of three times during the year, and adjusted their instruction to the student's level based on the test results. By the end of the year, a specific educational program could be designed for every student in the district based on their mastery of learning objectives. A reporting format has been developed that shows exactly which learning objectives have been mastered. Another report has been developed to show the last test taken by the student, when it was taken, and the test score. Both of these reports are updated every time the student is tested; and the update form is kept in the student's individual portfolio.

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ more view their high school education positively than negatively ■ sixty-two percent of current students expect to obtain some kind of post-high school education ■ most current students expect to migrate after finishing high school

Parents

■ there is less pressure from parents for students to succeed ■ there are too many non-educational responsibilities for the teacher

Community

■ we need to unite as a community, preserve our values, our language and our culture
■ today's youth need the abilities and attitudes that will enable them to succeed tomorrow

Parent Involvement

Last fall, each school principal completed a Parent Involvement Questionnaire. Principals have the school level questionnaires for review. The district summary highlights include:

- parents experience a high level of home-school communications through telephone calls and home visits by teachers, as well as teacher generated letters
- parents support the schools by attending student performances, award assemblies, and special school functions
- parents continue to learn by attending informational workshops and parent-teacher conferences
- parents act as advisors, decision makers and advocates by their participation in advisory groups and district committees

Other Indicators of School Performance

-

Environmental Education

- Southwest Region School District provides courses whose topics focus on environmental education or natural resources conservation. The three major goals for the district are: 1) students will demonstrate respect, concern and care for their environment; 2) students will demonstrate an understanding of the fragile nature of the ecosystems that surround us; and 3) students will demonstrate an understanding of the long term consequences of continuing the socio-industrial practices of current human endeavors. To provide a broader base for understanding environmental issues, the district is currently developing outcomes for each grade level.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	2	not collected	not collected	6	3.9	will be reported beginning in 1995
1991-92	7	11.5	93.9	2	1.3	reflecting the 1991-92 9th graders
1992-93	1	13.1	94.6	9	5.4	who graduate

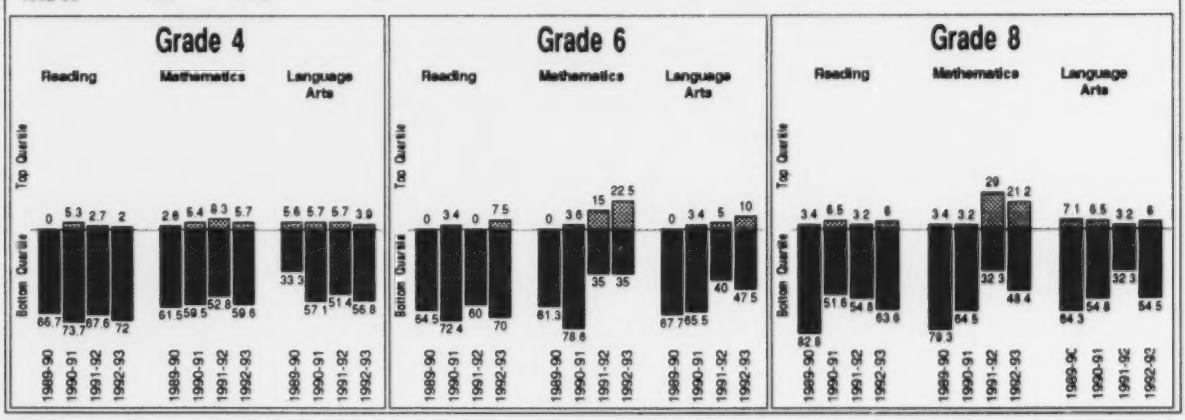
Percent of Students Promoted to the Next Grade

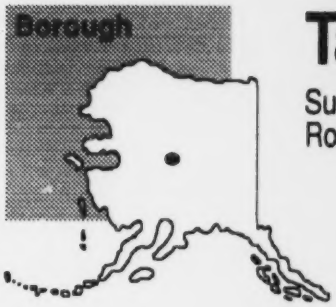
Grade	1	2	3	4	5	6	7	8
1991-92	97.9	100.0	100.0	100.0	100.0	100.0	90.6	100.0
1992-93	98.3	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	99	99.0	not collected		not collected		4	4.0	34	34.3
1990-91	99	87.6	13	11.5	1	0.9	2	2.0	62	62.6
1991-92	108	97.3	3	2.7	0	0.0	14	12.6	96	86.4
1992-93	125	99.2	0	0.0	1	0.7	18	14.4	117	93.6





Tanana City Schools

Summary School District Report Card to the Public
Ron DeLay, Superintendent

District Characteristics

Student Enrollment	98	Schools	1
High School Graduates	3	Population	374
Square Miles	15	Median Family Income	27,432
Funding Communities	1	Per Capita Income	11,554
		% Unemployment	16.4
		% Adults with H.S. Diploma	72.0

Superintendent's Highlights

Perhaps the most significant change we've seen this past year is in the partnerships the school district has forged with the Native Council and the City. The main focus has been to make Tanana a positive and healthy place for kids. "Here's Looking At You, 2000" and the "Babes" alcohol/drug-free youth training programs were made possible by the dedication of the Native Council, not to mention their stellar work with the Tanana Traditional Dancers. The School District was able to secure a $5,000 grant to help the dancers "Dance for Pride." The mayor and the City Council have been very supportive of anything we can do as a community to help kids.

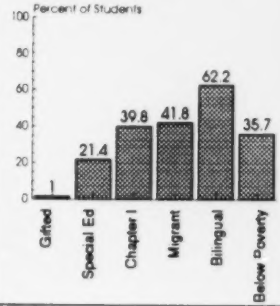
District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Develop and adopt curriculum plan which identifies scope and sequence for development of academic skills, positive self image, cultural heritage and valuing diversity.	■ teachers continue to refine Positive Classroom Instruction which is now employed in all classrooms ■ local instructional format for teachers was consensus decision making ■ teachers teamed the development of discipline plans
■ Each student will demonstrate progress at his/her individual achievement level.	■ teachers examined student portfolios to determine emphasis ■ teachers and District continue to explore alternative methods of assessment
■ Increase parental involvement in education through improved communication between school and community.	■ improved communications throughout the community ■ formed partnership with the Native Council ■ continued skill-building inservices to develop shared decision making with students, teachers and parents

Student Population

Ethnicity

Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ generally satisfied with the classes offered, also felt there were sufficient activities ■ felt that the teachers were willing to help them outside of class time and that most teachers gave them special recognition for outstanding achievement ■ most reported that they feel safe and happy at school

Parents and Community

■ favorable responses to programs ■ most of the community feels that Tanana students are generally responsible citizens and that overall the Tanana Schools are doing an adequate job

Parent Involvement

- parents appear pleased with school communication to them
- 83% say that they receive communications often. Most of their communication come from student newspapers
- 76% say they participate in open house
- 80% say they come to student conferences
- 80% report that they help their students with homework

Other Indicators of School Performance

- Tanana Native Dancers: Providing a critical direction and enthusiasm to our students in providing cultural activities
- The Director of Athabascan Culture and Language, a school board funded position, provides the vital link between heritage and academics
- The Here's Looking At You, 2000 curriculum is fully supported by both the school and the Native Council. Drug prevention and necessary refusal skills are given a wholehearted attention.

Environmental Education

- Tanana staff and students spent most of a week examining the river environment and the effects of nature and man on the ecology. Other environment related activities included: 1) schoolwide participation in community cleanup; and 2) students doing city census count to find out the number of snow mobiles, consumer purchases and dogs in the community. Information gathered from the census will be compared with 1983 data to determine impact on community.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	24	not collected	not collected	0	0	will be reported beginning in 1995
1991-92	-8	18.4	92.5	1	4	reflecting the 1991-92 9th graders
1992-93	-2	16.7	92.3	1	3	who graduate

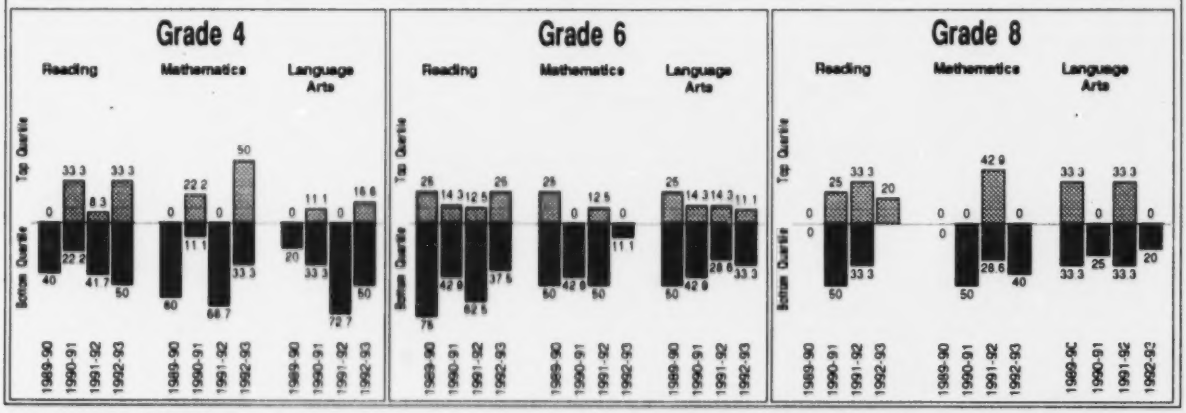
Percent of Students Promoted to the Next Grade

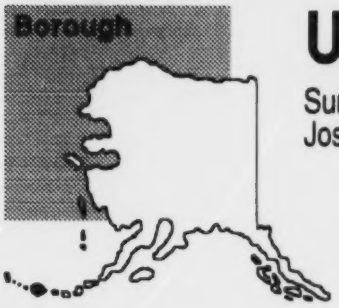
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	75.0	83.3
1992-93	57.1	100.0	100.0	100.0	100.0	100.0	87.5	66.7

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	12	70.6	not collected		not collected		1	8.3	11	91.7
1990-91	20	100.0	0	0.0	0	0.0	2	10.0	13	65.0
1991-92	27	96.4	0	0.0	1	3.5	0	0.0	0	0.0
1992-93	20	90.9	2	9.0	0	0.0	3	15.0	7	35.0





Unalaska City Schools

Summary School District Report Card to the Public
Joseph B. Beckford, Superintendent

District Characteristics

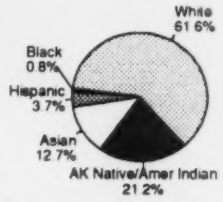
Student Enrollment	330	Schools	2
High School Graduates	10	Population	3,771
Square Miles	23	Median Family Income	35,187
Funding Communities	1	Per Capita Income	15,035
		% Unemployment	1.6
		% Adults with H.S. Diploma	78.0

Superintendent's Highlights

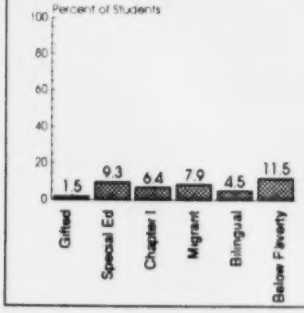
Unalaska City School District continues with its plan to bring about innovation and improvement through implementation of research validated programs. To this end, the District is both designing and implementing a curriculum which: 1) utilizes a project approach to curriculum delivery; 2) utilizes the I-search method as a student problem solving model; 3) fosters interdisciplinary connections between subject areas; and 4) leads to student efficacy by allowing students to delineate problems of interest for in depth study.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Develop higher order thinking skills.	■ the I-Search model was used in all classes to help students focus on how to learn ■ an integrated curriculum was implemented in the junior high ■ elementary staff developed an interdisciplinary unit which is being implemented this year ■ a competitive Eisenhower math grant was written and awarded to implement the NCTM standards ■ new whole language arts program was adopted
■ Align teaching and testing with curricular objectives.	■ implemented the I-Search model ■ using a thematic approach called Interdisciplinary Cooperative Projects (ICP) ■ students are asked to reflect on their work and conduct self-assessments
■ Increase student engagement in learning process and reduce non-productive time.	■ continuing with our portfolio development ■ participated in the statewide writing assessment ■ math portfolios will be started in the elementary and junior high ■ junior high and high school teachers are writing narratives for reporting student progress
■ Transform teachers from lecturers to managers.	■ offered staff development in: cooperative learning; processed based learning; and teachers modeling facilitation skills to other teachers

Comments on School's Performance

Students, Parents and Community Members

Students, Parents and Community

■ The Unalaska City School District conducted an opinion survey of parents, students and community members in October 1992. In addition, parents have been surveyed concerning the junior high program and the 7-12 program on Interdisciplinary Cooperative Projects. Their comments were instrumental in the final design of the programs. Comments about school performance may also be made concerning special programs such as Indian Education, Bilingual Education, Chapter 1, Drug Free Schools, an Chapter II. During the 1992-93 school year, parents and community members were part of the Budget Committee, Educational Specifications Committee, and Hatchery Building Committee.

Parent Involvement

■ Unalaska City Schools encourages parental involvement from the kindergarten through the 12th grade. Being a single site school district in a small community, the school is the focal point for most community activities.

We communicate regularly with parents through a quarterly district newsletter and a bifold on the interdisciplinary cooperative project (ICP). We have a literary magazine featuring Unalaska writers that is edited and managed by high school students. Teachers call parents to share good and bad news.

The community of Unalaska supports the school through attendance at an open house, students performances that include music, athletics and student projects. High school students share their interdisciplinary, cooperative projects (ICP) with the public once a semester.

Other Indicators of School Performance

■ 10 graduates ■ writing portfolio assessment grades 2/3, 6, 9 ■ on-going input from parents and community members ■ participation in statewide writing assessment ■ schoolwide celebration of learning based on health theme ■ writers' Conference with visiting artists, community members, displayed all writing and published anthology of students' writing ■ curriculum discussion groups in math, English and ethics

Environmental Education

■ In grades K-6, science instruction includes environmental education. The Alaska Department of Education's Minerals Kit is used in the upper elementary classrooms. The K-6 teachers work collaboratively on a Sea Week unit each spring with an emphasis on the marine environment. At the high school level, we offer a course in fish hatcheries, where the students have hands-on experience running their own fish hatchery. The DECA program sponsors the recycling effort for the community. They were awarded a $2,000 waste reduction grant.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	26	not collected	not collected	0	0	will be reported beginning in 1995
1991-92	18	55.1	94.0	7	6.9	reflecting the 1991-92 9th graders
1992-93	9	23.8	93.8	5	3.9	who graduate

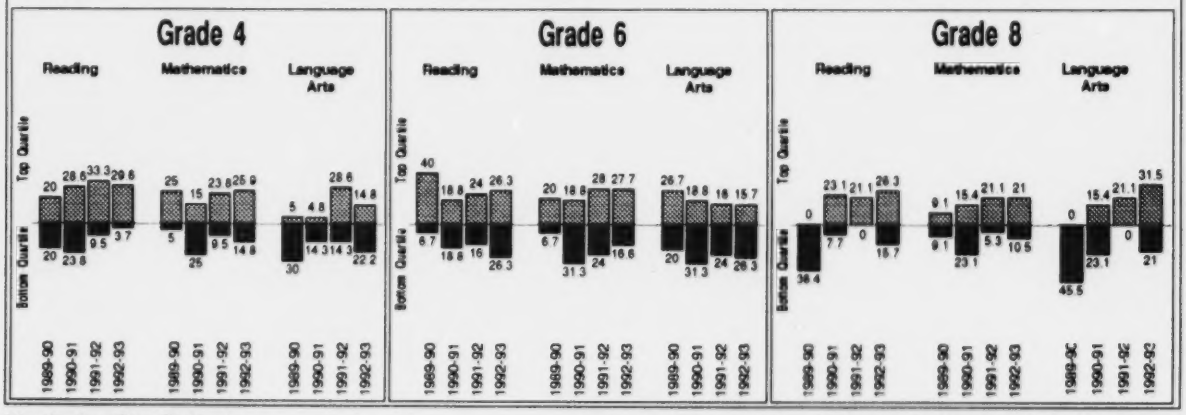
Percent of Students Promoted to the Next Grade

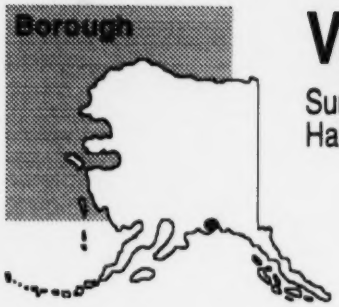
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	96.6	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	46	93.9	not collected		not collected		6	13.0	4	8.7
1990-91	50	92.6	2	3.7	2	3.7	1	2.0	3	6.0
1991-92	65	100.0	0	0.0	0	0.0	0	0.0	4	5.8
1992-93	65	89.0	5	6.8	3	4.1	1	1.5	2	3.0





Valdez City Schools

Summary School District Report Card to the Public
Harry Rogers, Superintendent

District Characteristics

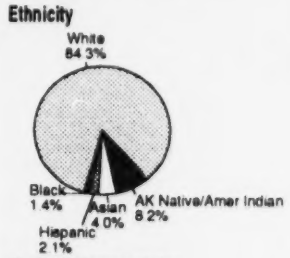
Student Enrollment	907	Schools	4
High School Graduates	48	Population	4,301
Square Miles	274	Median Family Income	47,500
Funding Communities	1	Per Capita Income	22,772
		% Unemployment	8.7
		% Adults with H.S. Diploma	85.0

Superintendent's Highlights

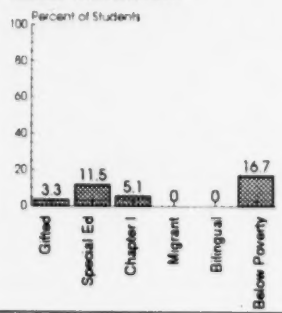
The 1992-93 District Goals focused on several specific curriculum areas and specific programs. The District Goals again this year referred to reviewing, expanding and improving, rather than restructuring because of continued strong community support of existing programs.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ To improve and expand district curriculum in targeted area.	■ positive effort to connect curriculum with the real world ■ a pilot program of combined elementary classrooms is in operation ■ technology integration in elementary classrooms ■ new courses were offered at the secondary level in both the vocational and college-bound areas
■ Evaluate district's extra-curricular and co-curricular activities.	■ outside agency sponsorship of student activities ■ during the hiring process candidates were solicited with extra activity skills and interests
■ Improve and expand student support services in targeted areas.	■ additional counseling at junior high and elementary schools ■ D.A.R.E. has been initiated ■ inservice training for dealing with difficult and at-risk students
■ Establish focused two-way communications within school system and community.	■ increased use of the local newspapers ■ student recognition programs ■ increased encouragement for parents on-site participation ■ school newspaper published at each school ■ parent volunteer orientation
■ Develop a comprehensive staff development plan which will support instructional improvement.	■ whole language inservice and site visits ■ inservice programs in teaching with technology ■ inservice in integrating individual education plans in the regular program

Comments on School's Performance

Students, Parents and Community Members

Students, Parents and Community

■ The returned surveys continued to show strong support for the educational system and the programs that are being offered. Very few of the surveys suggested any major changes in the system or programs.

Parent Involvement

- weekly letters from teachers
- parent/teacher conferences held 2 times a year
- parent volunteer orientations
- open house
- Chapter I and DARE meetings
- parents participated/supported reading incentive programs
  - "Touchdown Reading"
  - "Bookworm Club"
- parents participated in Board-established committees
- newsletters and school newspaper
- elementary Homework Intervention Plan
- "Red Ribbon" Week activities
- parents night
- PTA meetings
- selected students/parents made educational presentations at meetings of Board and various civic organizations

Other Indicators of School Performance

- The ITBS tests were administered to second through twelfth grades. Scores by grade ranged from a class composite of 81% to 61%. The school composite remains in the 70% range
- Yearly, between 75-80% of our graduates go on to a post-secondary program
- Drop-out Rate - less than 5%
- Attendance rates in all schools almost always exceeds 90%

Environmental Education

- Valdez City Schools promotes activities to develop a better awareness of environmental issues. Specific environmental activities include: 1) field trips to the local duck flat reserve; the fish hatchery; the local beach and Prince William Sound; 2) aluminum and paper recycling projects; 3) annual spring community-wide cleanup; 4) "Earth Day" activities; and 5) districtwide science fair.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	3	not collected	not collected	4	1	will be reported beginning in 1995
1991-92	9	19.1	94.6	14	3.4	reflecting the 1991-92 9th graders
1992-93	6	12.5	93.0	15	3.4	who graduate

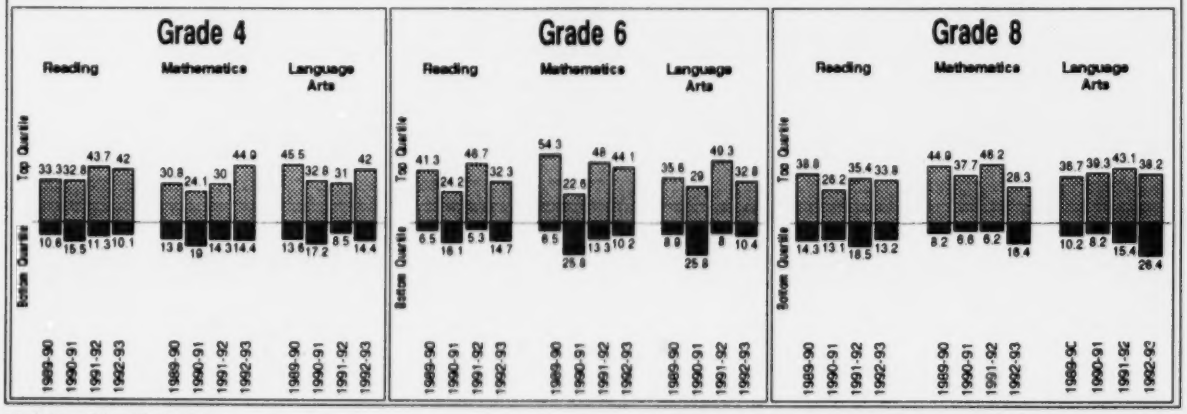
Percent of Students Promoted to the Next Grade

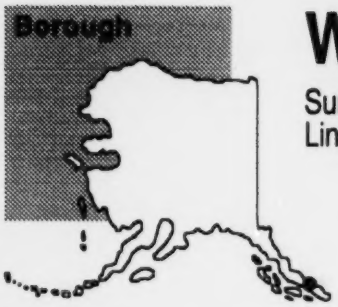
Grade	1	2	3	4	5	6	7	8
1991-92	93.1	97.2	100.0	100.0	100.0	98.7	94.2	98.4
1992-93	95.1	95.7	100.0	98.6	98.6	100.0	95.1	97.3

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	162	97.0	not collected		not collected		2	1.2	4	2.5
1990-91	177	95.2	8	4.3	1	0.5	5	2.8	6	3.4
1991-92	211	98.6	1	0.4	2	0.9	6	2.8	2	0.9
1992-93	205	96.7	5	2.3	2	0.9	15	7.3	3	1.4





Wrangell City Schools

Summary School District Report Card to the Public
Linwood Laughy, Superintendent

District Characteristics

Student Enrollment	519	Schools	3
High School Graduates	22	Population	2,708
Square Miles	44	Median Family Income	49,083
Funding Communities	1	Per Capita Income	19,012
		% Unemployment	8.9
		% Adults with H.S. Diploma	79.0

Superintendent's Highlights

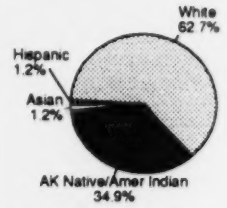
Sustained high academic achievement for our second graders continues to reinforce major changes made in our primary school. These changes are this year rolling forward into the other elementary grades. Our next major school effort is the complete redesign of our high school program. We have also identified on a district level a set of future conditions, a new mission statement, exit goals for all students, and a set of beliefs to guide our instructional efforts. Standards will be our spring focus, and one-half of our faculty will address related curriculum and assessment issues during three weeks of concentrated effort in June, 1994.

District Progress Toward Goals

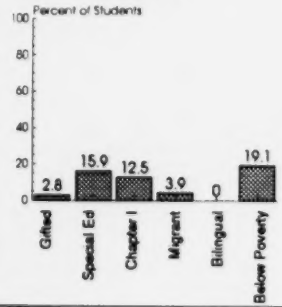
1992-93 GOALS	PROGRESS
■ Adopt set of learner outcomes.	■ district has now adopted a set of future conditions, new mission statement, district beliefs and exit learner goals
■ Parents have multiple opportunities to be involved in education program.	■ parent-teacher conferencing at Evergreen Elementary maintains 98% level; 89% participation at Stikine Middle School ■ parent workshops conducted on new draft content standards and cooperative learning ■ transitional orientation meetings conducted for 6th and 9th grade parents ■ limited progress on a district-sponsored parent resource center in public library
■ Students and staff have available full instructional benefits of educational technology.	■ small banks of computers placed in each of the intermediate grades ■ expanded use of the elementary laboratory with transfers of equipment and new staff assignments ■ added computer assisted drawing capabilities to industrial arts program ■ upgraded sophistication of the equipment at the high school lab

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students
■

Parents
■

Community
■

Parent Involvement

- parents volunteering in classrooms, libraries, and playground settings; participating in district planning efforts and school board meetings; and monitoring their children's individual academic progress
- five committees of parents presently working on Project TST (Tomorrow's Schools Today) completely redesigning the educational plan for Wrangell High School
- Wrangell School Board considers active parent participation so important that it made it one of its four current major goals

Other Indicators of School Performance

- Evergreen Elementary School Principal recognized as a Nationally Distinguished Principal by the U.S. Dept. of Education based on major improvements in student learning
- major reductions in number of so-called learning disabled children at primary level due to greatly improved learning performance of ALL students

Environmental Education

- Wrangell City School District provides much student learning in the area of environmental education as demonstrated by numerous indicators. Our new statement of future conditions recognized the great need for such education, and our adoption of standards and subsequent curriculum renewal efforts will no doubt see more attention paid to this topic.
- Sea Week thematic unit
- recycling efforts
- seventh and eighth graders participate in two days of outdoor activities/outdoor survival and contruct a small fish hatchery

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	0	not collected	not collected	16	7.9	will be reported beginning in 1995
1991-92	5	7.7	92.7	9	4.4	reflecting the 1991-92 9th graders
1992-93	-3	17.4	92.9	7	3.6	who graduate

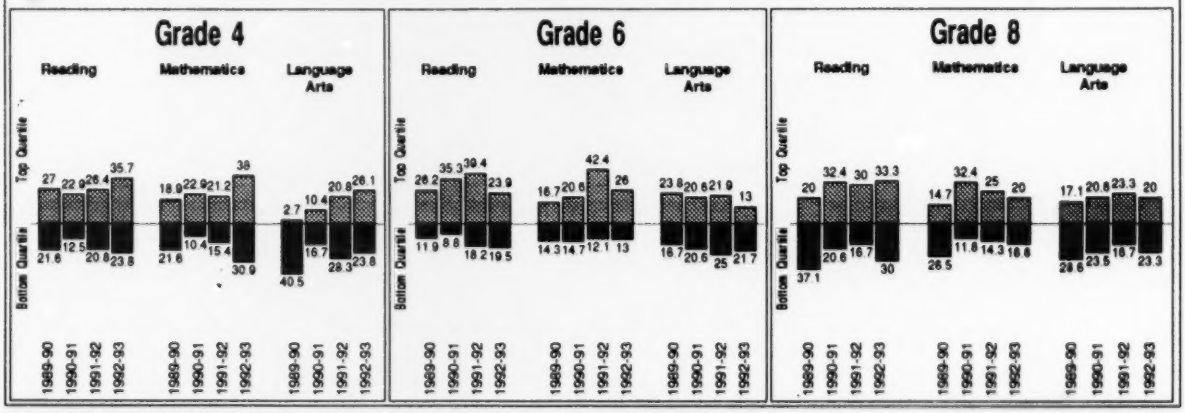
Percent of Students Promoted to the Next Grade

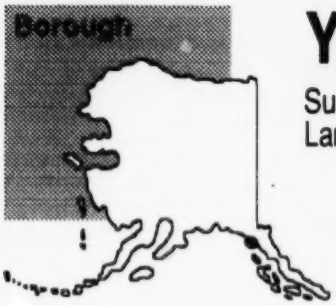
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	94.3
1992-93	100.0	100.0	100.0	100.0	100.0	95.7	97.1	96.9

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	114	96.6	not collected		not collected		23	20.2	1	0.9
1990-91	116	100.0	0	0.0	0	0.0	15	12.9	3	2.6
1991-92	116	92.0	8	6.3	2	1.5	7	5.5	1	0.7
1992-93	118	94.4	6	4.8	1	0.8	14	11.8	2	1.6





Yakutat City Schools

Summary School District Report Card to the Public
Larry G. Eklund, Superintendent

District Characteristics

Student Enrollment	137	Schools	2
High School Graduates	5	Population	675
Square Miles	8	Median Family Income	38,583
Funding Communities	1	Per Capita Income	15,463
		% Unemployment	10.3
		% Adults with H.S. Diploma	77.0

Superintendent's Highlights

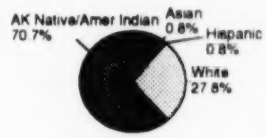
Yakutat School District completed its first year as a Borough School District after voters formed the Yakutat Borough. The changes that resulted from this formation have provided the School District with opportunities to improve programs and facilities. The Borough funded an upgrade in computer equipment and in copying machines. Inclusion of students into traditional classrooms with appropriate instruction is developing throughout the District.

District Progress Toward Goals

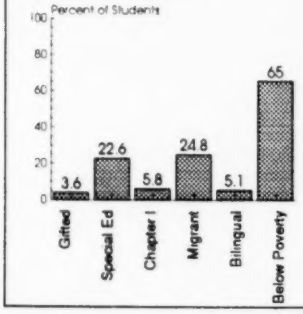
1992-93 GOALS	PROGRESS
■ Identify curriculum development sequence.	■ Curriculum development is following the lead of the Alaska DOE. Standards are being developed by the DOE and will be used by our District to finalize the course content outlines
■ Develop preschool curriculum.	■ The preschool curriculum has been developed by the Head Start Staff in conjunction with the efforts of the Infant Learning Program from Juneau
■ Increase number of student participation activities for learning.	■ The number of students successfully participating in our programs has been increasing. Students have been surveyed to determine interests and budgets have been set to facilitate those programs
■ Reduce number of students receiving D's and F's.	■ A reduction in the numbers of D's and F's has not been quantified. The number of students ineligible to travel on trips has dropped by approximately 7% per trip

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ we want volleyball and wrestling for students ■ we are proud of our school and the students in the school ■ we want teachers to help all students achieve high levels in the classroom

Parents and Community

■ continue to teach students the basic skills and help increase their self-esteem ■ strive to provide our students with an education that prepares them to be competitive ■ improve communication between the school and the community with a newsletter

Parent Involvement

■ The level of participation of parents varies greatly throughout the Yakutat School District. Generally, parents of elementary students are more actively involved on projects and in program productions than the parents of the secondary students although all events held at the school seem to be well attended. Parents and students get involved with the school not only in the role as a parent or a students, but they are members of other local organizations that actively work with the school, its students and its programs. In a village of approximately 500 people, everyone wears many hats and is involved in many different things with the school.

Other Indicators of School Performance

■

Environmental Education

■ Yakutat City School District provides courses whose topics focus on environmental education or natural resources conservation for grades K-10. The three major goals are: 1) students will be able to protect the environment when using it; 2) students will know what the environment offers their quality of life; and 3) students will understand the interdependence between humans and the environment. There has been an increase in student participation at public meetings addressing potential environmental problems. In addition, students are littering less and involved in community clean-up events.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	13	not collected	not collected	2	3.9	will be reported beginning in 1995
1991-92	-7	19.7	96.9	1	1.9	reflecting the 1991-92 9th graders
1992-93	-1	24.5	94.4	0	0	who graduate

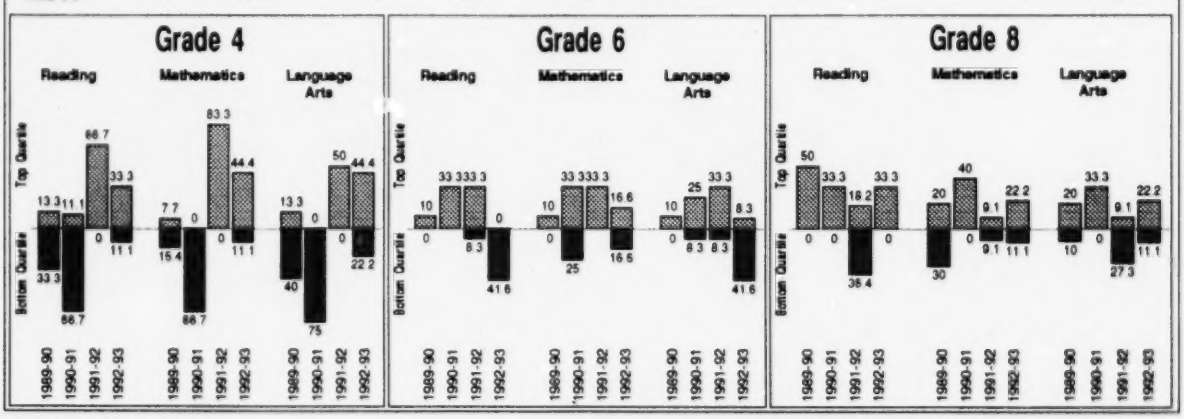
Percent of Students Promoted to the Next Grade

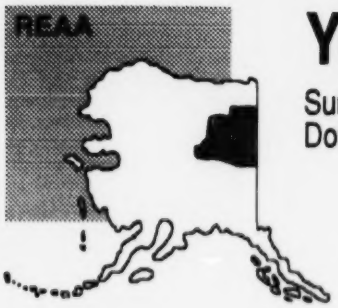
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Standardized Test Results • Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	35	92.1	not collected		not collected		3	8.6	6	17.1
1990-91	27	100.0	0	0.0	0	0.0	2	7.4	4	14.8
1991-92	29	90.6	3	9.3	0	0.0	0	0.0	0	0.0
1992-93	30	100.0	0	0.0	0	0.0	3	10.0	0	0.0





Yukon Flats Schools

Summary School District Report Card to the Public
Douglas Walker, Superintendent

District Characteristics

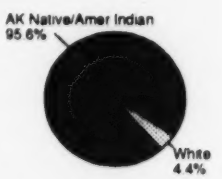
Student Enrollment	388	Schools	11
High School Graduates	18	Population	1,627
Square Miles	59,865	Median Family Income	27,432
Funding Communities	10	Per Capita Income	11,554
		% Unemployment	16.4
		% Adults with H.S. Diploma	57.0

Superintendent's Highlights

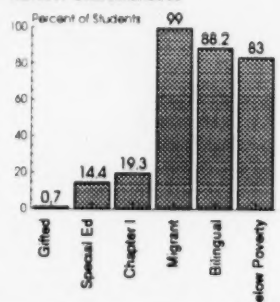
The Yukon Flats School District continues in its commitment to allow each site to focus on unique needs of their community. There is strong district support to extend contact time with students via voluntary summer programs. We work hard at furthering programs for students through cooperation with other districts and agencies.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Increase basic skill - reading, language arts, math, science.	■ Yukon Reader Program implemented with seven schools participating ■ study halls and tutoring programs implemented in several schools
■ Increase awareness and pride in cultural heritage.	■ various schools have increased opportunities for students to acquire native language vocabulary and traditions through programs such as: summer cultural camp, traditional dances, field trips, student projects, participation in AK Native Festival of Native Arts, and language classes.
■ Broaden athletic experience/raise self-esteem.	■ student participation in Career Fair, Nenana Project, Daily running activity, Natural Helpers, and Ski Meet ■ counselor hired and services being rendered in areas of Drup Alcohol prevention, career planning, and personal safety
■ Increase parent participation in school activities, events, general organization and planning of school functions.	■ elders invited into classrooms and honored at an Easter Potlach ■ Graduation potlach with parents and community participation - 200 people attended ■ home visits by teachers ■ school visits by parents ■ Fall Open House
■ Increase opportunities for students beyond regular school.	■ encouraged high school students to enroll in university courses ■ high school students sponsored community events ■ districtwide health fair for students grades 7-12

Comments on School's Performance

Students, Parents and Community Members

Students, Parents, and Community

The district conducted a survey of community, parent and student members regarding the schools' performance in the area of Parent Involvement. The results:
■ home school communications are frequent - using newsletters, teacher generated letters, telephone calls, and home school coordinator activities ■ parents have opportunities to support programs through open houses, award assemblies, and special functions ■ parents as learners include scheduled parent teacher conferences and resources for parents to check out ■ areas needing improvement are parents being involved as teachers and advisors

Parent Involvement

- Parents have the opportunity for involvement in their schools through a variety of means. These include membership in school related groups, volunteering in the schools, attending parent-teacher conferences at least three times a year, receiving site and district newsletters on a regular basis, arranging meetings with administrators or teachers, and serving on advisory councils at the school level. Each school annually holds a Fall community meeting to gather feedback about school/community issues and discuss discipline policy.

  Districtwide, parents have the opportunity to address the School board at regular scheduled meetings. They can, and do contact individual district staff members, including the superintendent, to get answers to questions or to raise issues for consideration.

Other Indicators of School Performance

-

Environmental Education

- The Yukon Flats School District follows a Board-adopted environmental education curriculum. Environmental education goals of the State of Alaska are integrated into and matched with the "Summer Curriculum Objectives" of the school district. Because the State of Alaska goals are completely integrated into the district's summary curriculum objectives, it is not possible to establish priority goals in environmental education. All the State's goals are incorporated into science, health, social studies, and language and are matched in most instances with multiple instructional objectives in the four program areas.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	11	not collected	not collected	2	1.1	will be reported beginning in 1995
1991-92	1	64.8	86.0	6	3.6	reflecting the 1991-92 9th graders
1992-93	3	29.6	85.0	18	10.7	who graduate

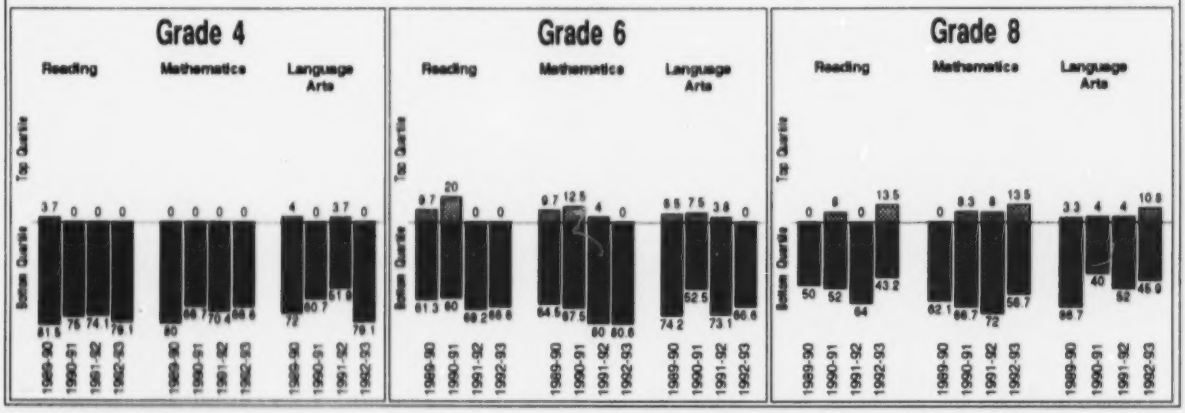
Percent of Students Promoted to the Next Grade

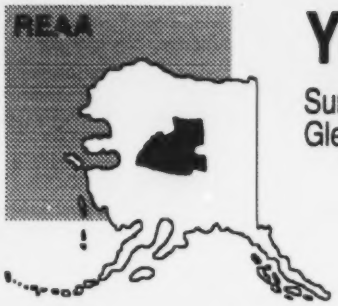
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	96.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	88	88.9	not collected		not collected		18	20.5	61	69.3
1990-91	93	93.9	6	6.1	0	0.0	8	8.6	52	55.9
1991-92	78	88.6	10	11.3	0	0.0	4	4.5	44	50.0
1992-93	92	94.8	1	1.0	4	4.1	8	8.7	60	65.2





Yukon/Koyukuk Schools

Summary School District Report Card to the Public
Glenn Olson, Interim, Superintendent

District Characteristics

Student Enrollment	585	Schools	11
High School Graduates	22	Population	1,987
Square Miles	64,626	Median Family Income	27,432
Funding Communities	10	Per Capita Income	11,554
		% Unemployment	16.4
		% Adults with H.S. Diploma	67.0

Superintendent's Highlights

We believe all our students can learn given the steady support of caring adults within the school community. We practice inclusion of all students within our schools and believe in the worth and contribution of each of our students. We seek to engage our students in learning activities that bridge the boundaries of subject area, require collaborative problem solving, and have a direct relationship to their culture and everyday life.

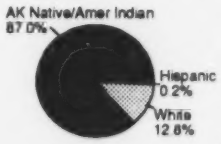
We remain committed to working closely with parents for the benefit of the children we serve.

District Progress Toward Goals

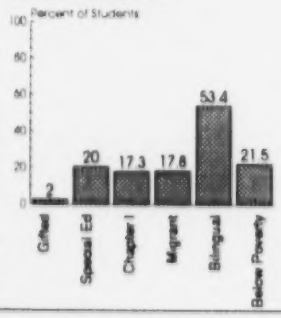
1992-93 GOALS	PROGRESS
■ One hundred percent of our students will develop employability skills.	■ action plan implemented and tasks assigned
■ One hundred percent of our students will become effective decision makers and independent learners.	■ teachers, administrators and board members know their tasks, when they must be put in program and when they must be accomplished
■ One hundred percent of our students will graduate with the necessary skills to enter post-secondary programs, entry level jobs, or self employment and to be independent, productive participants in family and community.	■ 100 percent of students 4-12 completed employability reports October 30, 1993

Student Population

Ethnicity



Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ agree that the classes/subjects available generally satisfy their needs ■ feel that counselors are available on a regular basis to discuss school or other personal areas of their lives

Parents

■ feel the schools offer many opportunities for them to participate in their children's activities ■ feel they assist in their student's education process by assisting with written materials and by providing quiet study time at home

Community

■ continue to feel the schools are sincerely trying to keep them informed ■ recognize that students are making very positive gains in their education programs

Parent Involvement

- The district's schools continue to work very hard at promoting parent involvement in the schools. The rewards for this hard work show in parents' reports on generally good communication with the schools.
- The schools openly welcome the community and encourage parental visitations.
- Parents indicate strong interest in being a part of events that bring them to the school.
- The district publishes a monthly newsletter, Han Zaadlitl'ee. The newsletter is mailed to all parents.

Other Indicators of School Performance

- The average year to year gain on the ITBS equals 2.6 NCEs per student
- significant gain is shown in K-3 with and average of 37 NCE
- The average 7-12 NCE is 46

Environmental Education

- Environmental Education is a component of the Social Studies and Science Curriculums for grades K-12. Environmental topics are covered in both content areas each school year. The environmental education program is assessed as a part of the annual April Instructional Program Assessment conducted for each K-12 student. These student progress reports are provided to principals, teachers, and parents, as well as to the 7-12 grade students.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	-3	not collected	not collected	4	2	will be reported beginning in 1995
1991-92	7	8.6	93.3	4	1.9	reflecting the 1991-92 9th graders
1992-93	6	9.4	93.3	not submitted		who graduate

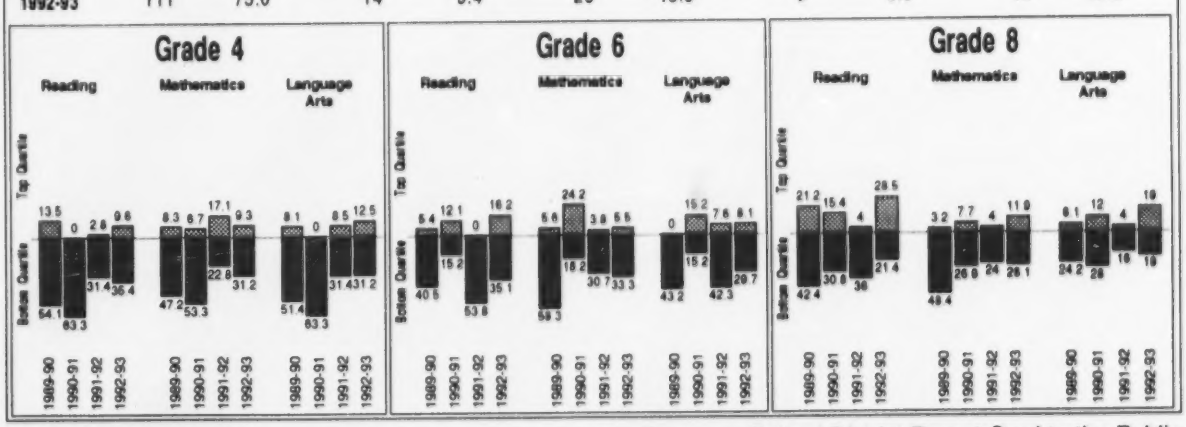
Percent of Students Promoted to the Next Grade

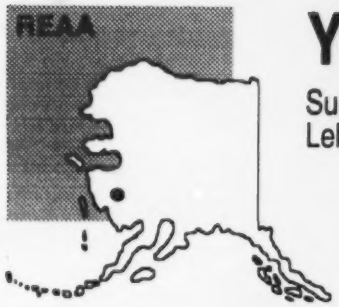
Grade	1	2	3	4	5	6	7	8
1991-92	98.1	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1992-93	98.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	108	86.4	not collected		not collected		19	17.6	96	88.9
1990-91	88	77.9	0	0.0	25	22.1	0	0.0	12	46.2
1991-92	88	64.7	25	18.8	22	16.5	23	17.3	61	45.9
1992-93	111	75.0	14	9.4	23	15.5	0	0.0	48	43.2





Yupiit Schools

Summary School District Report Card to the Public
Leland Dishman, Superintendent

District Characteristics

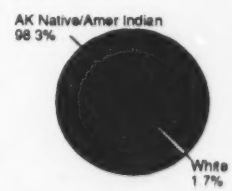
Student Enrollment	367	Schools	6
High School Graduates	18	Population	1,165
Square Miles	19	Median Family Income	25,402
Funding Communities	3	Per Capita Income	8,833
		% Unemployment	8.1
		% Adults with H.S. Diploma	51.0

Superintendent's Highlights

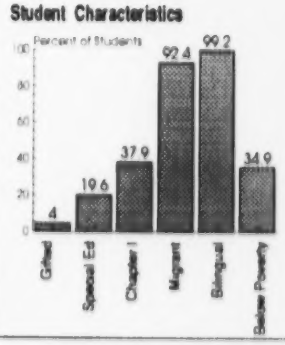
During the past three years, the students of the Yupiit School District have improved their ITBS scores by more than 100 percent. In addition, during the same period of time, the student attendance has improved from approximately 75% ADA to 90% ADA. Regional and Local Board of Education members, administrators, teachers, aides and parents have joined in a school improvement movement called Onward to Excellence. Through this process, the entire membership of the school and community are directly involved in school improvement through goal setting and evaluation.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Provide schools free of drugs and violence as outlined in drug free schools.	■ all students K-12 participated in Red Ribbon Week Activities which promote healthy lifestyles
■ Participate in local Yup'ik cultural activities and opportunity to learn native language, history, and traditional values to preserve rich cultural heritage of Yup'ik people.	■ all students participated in Yup'ik Cultural Heritage activities during the year ■ all students have the opportunity to learn Native Language, history, and traditional ways
■ Achieve and maintain an average daily attendance rate of 90%.	■ the YSD student population met the goal of 90% average daily attendance by maintaining its goal
■ Parent and community residents active participants in educational process.	■ all parents are given an opportunity to meet quarterly in each village to participate in the Onward to Excellence school improvement project ■ more than 90% of the parents participated in the open house programs at the end of each school quarter
■ Program of continuing education in staff development for all employees.	■ all staff were provided an incentive program and a district delivery program during the 1992-93 school year that led to improved instructional methodologies for all in attendance
■ Curriculum review design and implementation established to meet academic, vocational, technological and cultural needs of students.	■ on-going goal that is addressed annually ■ curriculum committees met this year to review and revise the curriculum to better suit the holistic needs of students

Comments on School's Performance

Students, Parents and Community Members

Students

■ "I like going to school in clean schools." ■ "A broader selection of classes to choose from." ■ "We would like more information about jobs."

Parents

■ "The schools have given us the opportunity to speak." ■ "Students need to read, write and speak in Yup'ik and English." ■ "Parent teacher conferences should continue, parents need to know how well their children are doing."

Community

■ "The OTE program gives everyone a chance to be heard." ■ "The YSD Board of Education tries to make this the best district possible." ■ "Our district is improving rapidly."

Parent Involvement

- parents participated in the school's open house
- annual Parent Education Conference brings together parents from throughout the district for a full day to discuss, plan and evaluate the programs of the district
- parents are invited to participate in required incentive programs that provide rewards to students who improve their attendance and performance
- Board and Administration estimate that more than 80% of the parents participate in school activities
- Onward To Excellence, a comprehensive program improvement program, involves everyone in each community in the development of school goals and meets on a quarterly basis

Other Indicators of School Performance

- Onward To Excellence - A comprehensive program improvement project has been implemented in the Yupiit School District. This OTE project involves everyone in each community in the development of desired school goals. More than 70% of the YSD population has participated in the OTE school improvement process.

Environmental Education

- Yupiit School District provides courses whose topics focus on environmental education or natural resources conservation. The three major goals for the district include: 1) fisheries; 2) subsistence life styles; and 3) water quality. A high emphasis is placed on wildlife management and wetlands management.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	1	not collected	not collected	6	5.2	will be reported beginning in 1995
1991-92	13	16.1	92.7	0	0	reflecting the 1991-92 9th graders
1992-93	2	4.6	90.3	2	1.5	who graduate

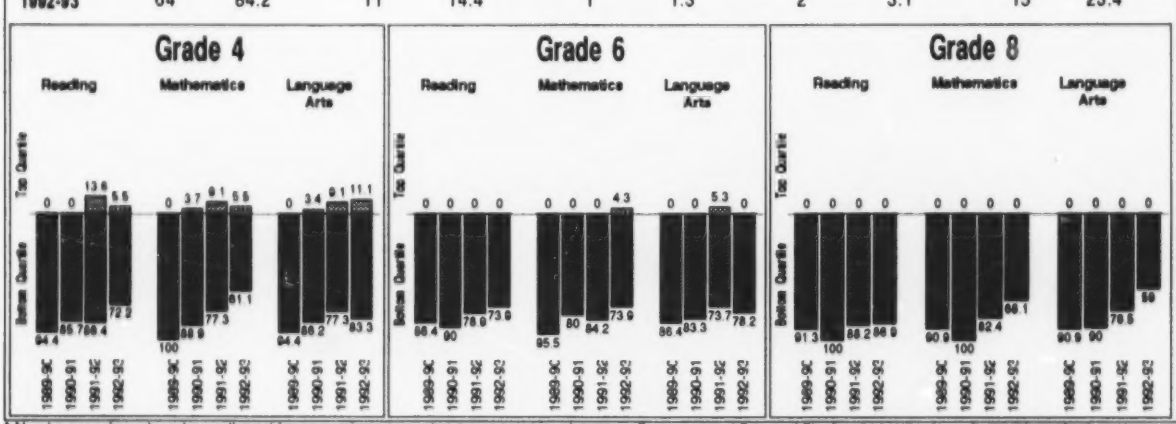
Percent of Students Promoted to the Next Grade

Grade	1	2	3	4	5	6	7	8
1991-92	96.6	95.2	95.8	100.0	96.6	100.0	89.3	95.2
1992-93	97.1	100.0	100.0	100.0	100.0	100.0	96.8	94.1

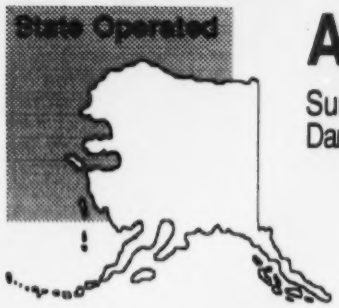
Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	63	94.0	not collected		not collected		10	15.9	54	85.7
1990-91	74	100.0	0	0.0	0	0.0	10	13.5	49	66.2
1991-92	58	82.8	0	0.0	12	17.1	3	4.2	39	55.7
1992-93	64	84.2	11	14.4	1	1.3	2	3.1	15*	23.4*



* Numbers are based on data collected from questionnaires administered at time of testing. Estimated # of Bilingual/Bicultural students tested was 64 or 100%.



Alyeska Central School

"Alaska's Centralized Correspondence School"

Summary School District Report Card to the Public

Darby Anderson, Superintendent

District Characteristics

Student Enrollment	2,281
High School Graduates	26

Alyeska Central School is a state operated correspondence school serving students throughout Alaska.

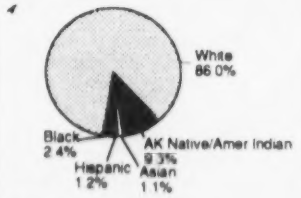
Superintendent's Highlights

The education plan reflects the values of our parents and staff to provide quality educational services. We define quality as being able to meet or exceed our customer expectations. The goals will take time to achieve, but collectively we are dedicated to reaching our goals to ensure the greatest success for students.

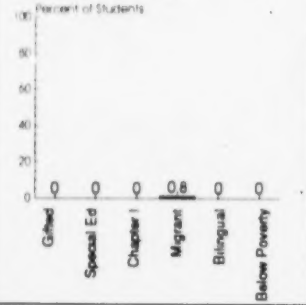
Alyeska Central School provides an alternative public school program. Students are able to complete an entire program, complete credits for graduation or complete courses as an alternative from their traditional studies. We are proud to be able to work with families, students, and local school districts to ensure the educational success of students in Alaska.

Student Population

Ethnicity



Student Characteristics



District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Empower families through active involvement in the educational process.	■ established formal bylaws for the Parent Outreach Leadership Team ■ conducted an Annual Parent Survey with a 25% rate of return ■ increased the number of articles written by parents in the monthly newsletter
■ Provide support and training to the home teachers who work directly with the students.	■ provided training in Anchorage and Juneau for over 250 parents and students ■ designed and published a Home Teachers Guide
■ Develop a student's ability to access resources and information, to communicate effectively, to solve problems, use technology, and to make informed decisions.	■ prepared a set of "Student Expectations" for parents ■ coordinated student panels at the Annual Parent Training in Juneau and Anchorage
■ Continually improve the quality of our educational service.	■ enhanced use of the computer system and individual work stations ■ streamlined enrollment procedures in the Admissions Office ■ continued the staff development focus on "Personal and Professional Fitness"

Comments on School's Performance

Students, Parents and Community Members

Students

■ the teachers are an outstanding group of educators

Parents

■ thrilled with the quality of education provided, as well as the toughness in grading ■ children feel they can accomplish tasks they never thought possible ■ challenging and rewarding program ■ children like the "special attention" ■ the school provides the opportunity to achieve academic excellence in a home school environment

Community

■ the school truly provides a wealth of alternatives for Alaska students ■ the school provides a very efficient and effective choice for parents

Parent Involvement

- Parents worked with the administration to design a survey that would capture the perspective of parents regarding the communication, instructional and support services provided by the staff. The Parent Outreach Leadership Team established a set of priorities for 1993-94.
- All certified and classified staff participated in a Strategy Session to review the Parent Priorities and set school goals. The goals in this report were reviewed by the Parent Outreach Leadership Team and then distributed to all parents.
- The State Board of Education will review the report in April 1994 and the Parent Outreach Leadership Team will review it in May 1994.

Other Indicators of School Performance

- Parent Survey results indicated that 89% felt that ACS is responsive to their concerns and ideas
- students continue to score at the 80-90th percentile on SAT's and ACT's
- students receive awards, recognition and scholarships based on academic merits
- teachers were recognized for their contributions and expertise
- membership in the Alaska State Writing Consortium
- active participation in Alaska Direct Writing Assessment

Environmental Education

- Alyeska Central School does not have a separate environmental education curriculum. Environmental science concepts are integrated across the curriculum and within the framework of the regular science courses.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	38	not collected	not collected	62	13.2	will be reported beginning in 1995
1991-92	5	60.4	100.0	49	13.2	reflecting the 1991-92 9th graders
1992-93	10	55.8	100.0	109	19.7	who graduate

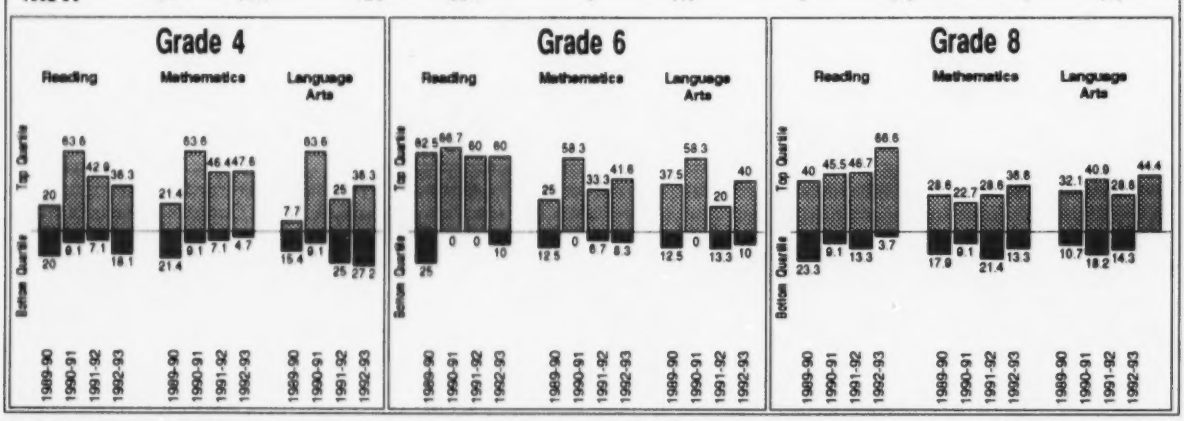
Percent of Students Promoted to the Next Grade

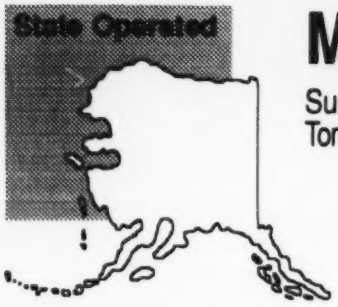
Grade	1	2	3	4	5	6	7	8
1991-92	100.0	100.0	100.0	95.9	97.3	100.0	100.0	100.0
1992-93	99.2	100.0	100.0	100.0	98.9	100.0	100.0	100.0

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Iowa Tests of Basic Skills

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	54	54.5	not collected		not collected		0	0.0	0	0.0
1990-91	46	30.3	106	69.7	0	0.0	0	0.0	8	17.4
1991-92	58	35.8	104	64.2	0	0.0	0	0.0	1	1.7
1992-93	64	33.3	128	66.7	0	0.0	0	0.0	0	0.0





Mt. Edgecumbe High School

Summary School District Report Card to the Public
Tom Brown, Acting Superintendent

District Characteristics

Student Enrollment 268
High School Graduates 43

Mt. Edgecumbe High School is a state operated residential school serving students throughout Alaska.

Superintendent's Highlights

MEHS exists to provide an alternative school experience for Alaskan youth in grades 9 through 12. As Alaska's only public boarding school for these grades, Edgecumbe has the responsibility of providing a balanced social and academic learning environment. Parents are assured that their children are learning to cooperate with one another, while gaining enthusiasm for life-long learning. The basic curriculum focuses on Pacific Basin studies, entrepreneurship, technology and training in Total Quality management techniques.

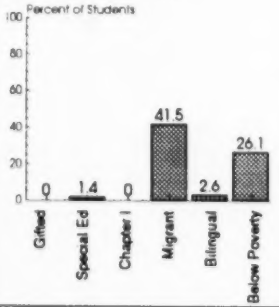
District Progress Toward Goals

1992-93 GOALS	PROGRESS
■ Provide opportunity for ongoing instruction in core courses, training in measured risk-taking and guidance in social development.	■ implementation of a Ropes course and self esteem workshops at the beginning of the school year as well as two sessions during the school year
■ Create a learning and working environment for all students and employees that is stimulating, provides a sense of belonging, and nurtures long term growth and development both personally and academically.	■ quality training seminars were conducted over a ten-week period ■ staff development was promoted by providing 90 minutes each week for project planning periods
■ Provide a model for educational experimentation and a cadre of productive citizens who will shape the future of the state.	■ competencies have been developed for 50% of the core classes ■ students used technology as a learning tool in expanded opportunities in the classrooms ■ recreation activities were developed to provide social and recreational growth to promote life-long recreational skills and decision making

Student Population

Ethnicity

Student Characteristics



Comments on School's Performance

Students, Parents and Community Members

Students

■ Even though only being in school a little over a month, MEHS has organized the student body and will be preparing for quality seminars. This awesome task is carried out by student facilitators and will continue Mt. Edgecumbe's excellence in learning. ■ school needs more funding and better relations with other schools

Parents and Community

■ in order to free student energy and time for academic growth, there needs to be more coordination with the dormitory life ■ begin AK Native language and instruction. Tutors explaining assignments to the students in their own language would be a great help ■ would like to see more career opportunities information available and would like the program expanded

Parent Involvement

- Increased parent involvement has been a continuing goal at MEHS. With students as far north as Pt. Hope and as far south as Hydaburg, finding ways to effectively communicate with parents and guardians is a monumental challenge. To overcome the communication problems presented by the large geographic distances between MEHS and students' families and home communities, a concerted attempt is made to find innovative ways to include parents in planning and goal setting. Results of parent surveys, parent campus visits and discussions with parent advisory committees, have provided input and direction in shaping residential, social and academic programs.

Other Indicators of School Performance

- a 23% increase in enrollment applications
- the majority (68%) of the graduates continued on to college or a university and another 28% went to technical/trade school or into military service
- 97% of the graduates stated the quality of education received at MEHS was better than what they would have received in their home communities
- innovative program to increase student participation in Alaska Close-Up
- out-of-state presentations by students and staff on the Quality of MEHS

Environmental Education

- MEHS follows a comprehensive environmental education plan that is integrated into the Biology, Chemistry, Physical Science and Marine Science curriculum in grades 9-12. The goal for environmental education at MEHS is for the students to be able to use scientific methods to do environmental studies on the relationship between organisms and their environment. All courses focus on hands-on studies allowing the students to do projects that will permit them to apply their knowledge and implement their own environmental studies in the future.

Student Statistical Rates

	Annual Change in ADM	Transiency Rate	Attendance Rate	Dropout Rate Number	Dropout Rate Percent	Graduation Rate
1990-91	12	not collected	not collected	1	0.5	will be reported beginning in 1995
1991-92	0	13.9	not reported	1	0.5	reflecting the 1991-92 9th graders
1992-93	26	20.1	86.3	0	0	who graduate

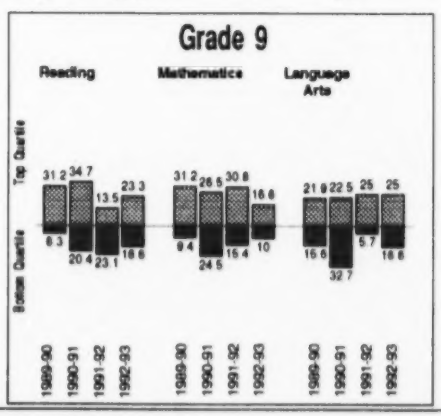
Percent of Students Promoted to the Next Grade

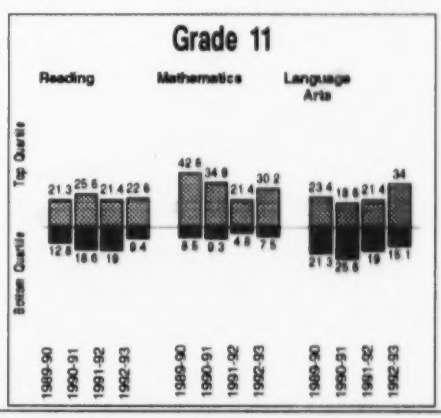
Grade	1	2	3	4	5	6	7	8
1991-92	Mt. Edgecumbe High School is a residential 9-12 grade program. Data was reported for grades 1-8 only.							
1992-93								

Standardized Test Results - Percent of Students in the Top and Bottom Quarter on the Science Research Associates Tests

Nationally, 25% of students score in each quarter.

	Total Students Tested #	Total Students Tested %	Students Absent from Testing #	Students Absent from Testing %	Students Excluded from Testing for Special Education or Bilingual Reasons #	Students Excluded from Testing for Special Education or Bilingual Reasons %	Special Education Students Tested #	Special Education Students Tested %	Bilingual/Bicultural Students Tested #	Bilingual/Bicultural Students Tested %
1989-90	79	100.0	0	0.0	0	0.0	0	0.0	0	0.0
1990-91	92	100.0	0	0.0	0	0.0	0	0.0	0	0.0
1991-92	94	100.0	0	0.0	0	0.0	0	0.0	0	0.0
1992-93	113	99.2	1	0.8	0	0.0	6	5.3	53	46.9





State Summary of 1993-94 Education Plans

Pursuant to AS 14.03.120 each of the fifty-four school districts, Mt. Edgecumbe High School, and Alyeska Central School submitted to the Department of Education a district *Education Plan* for the 1993-94 school year and have made it available to their publics. The education plans address the school districts' goals for improving education, plans for achieving district goals, means of measuring achievement of goals, and means by which students, parents, teachers, and other members of the communities participate.

Even though Alaska represents a diverse population with diverse demographics, similar concerns for improving education are reflected in the education goals, strategies, means of measuring progress and ways of encouraging community participation. These similarities have been summarized within this section of the report. Persons wishing an individual district's complete education plan should contact that district directly. A listing of school district superintendents appears in Appendix F.

Summary of District Goals

AS 14.03.120(a)(1) requires each district to establish district goals for improving education. The education goals reflect the individual district's priorities and needs. Thirty-three districts submitted education plans with most of the 1993-94 goals being the same as those from 1992-93. In ten districts a particular goal was met and therefore dropped from this year's education plan or a new goal initiated. Because a fully implemented comprehensive goal demands resources, districts have selected as many or as few goals as they deemed appropriate. This year districts are implementing between one and thirteen goals with most districts having three to five goals.

Of last year's nine goals, eight are addressed again this year with districts emphasizing increased parent involvement, development and revision of curriculum, improvement of student performance, integration of technology, preparation of graduates for the future, encouragement of healthy life styles, opportunities for staff development , and communication with the public. Last year's goal in the area of inculcating the local culture and acceptance of cultural diversity was not heavily emphasized this year.

District goals covered two broad categories: 1) student performance goals; and 2) program goals. Student performance goals will be discussed first, followed by program goals. The number of districts working on each goal appears in parenthesis.

Student Performance Goals

Districts goals include:

- investigating ways to improve student achievement and performance. Districts are making a commitment to raise the overall standards for student achievement by establishing specific student outcomes and expectations. (28 districts)

- preparing graduates for the future. The goal focuses on students being successful and productive, life-long learners after high school graduation. (12 districts)

- developing student self-esteem and encouraging healthy life patterns while educating students on the hazards of substance abuse and personal safety. (13 districts)

Program Goals

Districts goals include:

- revising their old and developing new curriculums. Districts are not only continuing to revise specific curriculum areas according to their renewal cycles but, working toward creating curriculums that are multi-disciplinary. State standards are a guiding force. Twenty-one districts highlighted a priority area. (30 districts)

- strengthening their parent and community involvement efforts. This goal continues to be a major focus as districts work toward increasing not only parent but also community participation. Districts are looking at meaningful ways to involve parents and the community in the decision making process. Schools are striving to maintain two-way communication between the school and the community. (20 districts)

- improving public relations. Districts want the community to be informed. Districts want to develop partnerships with private industry and other public agencies including borough governments, the university system, and other social agencies. (19 districts)

- continuing with staff development programs. (18 districts)

- incorporating technology as an integral part of the education process. (16 districts)

Summary of Plan for Achieving District Goals

AS 14.03.120 (a)(2) requires individual districts' comprehensive education plans to include the strategies to attain the goals. Districts are striving to raise the expectations for student performance by involving teachers, administrators, parents, community members, and the students themselves.

Of last year's eight strategies, eight are being used to attain the 1992-93 education goals. The strategies include communicating with and involving the public, improving school climate, maintaining and developing staff expertise, incorporating technology in the everyday classroom, emphasizing a healthy style, maintaining a current curriculum, maintaining adequate funding, and high school graduation requirements. Three additional strategies include restructuring, working with committees, and aligning assessment programs. In addition, districts are involving parents in the educational process as a strategy to improve student performance.

The districts are approaching strategies for achieving the goals in a variety of ways. The number of districts using each strategy appears in parenthesis.

To achieve the goals districts are:

- developing and implementing curriculums. The emphasis is on reviewing the current literature and involving committees of teachers and community members to create an effective curriculum that integrates specific student outcomes. The new curriculums are being aligned with the assessment program. (34 districts)
- providing a variety of opportunities for staff development. Districts want to guarantee successful implementation of new programs through training opportunities for staff members. (27 districts)
- working with committees to achieve program goals. District are forming curriculum committees, task forces, steering committees and action teams to provide guidance in future planning. (25 districts)
- implementing programs that increase meaningful parent involvement. Parents are being encouraged to work with the school to develop an appropriate high school schedule for their child. Educational opportunities on parenting skills are being offered. (19 districts)
- implementing programs that keep the public informed and encourage involvement. Districts are utilizing cable television, newsletters, public meetings, and the local newspaper. (18 districts)
- implementing programs that address the school's climate. Schools are developing supportive climates creating a friendly atmosphere to welcome parents and students. (18 districts)
- restructuring of program to streamline services, increase opportunities and support missions is occuring through evaluations, program development and coordination with agencies. (16 districts)
- focusing on developing and utilizing alternative funding sources. Districts are investigating ways to secure funds for technology, lower pupil teacher ratio, house students, and maintain special programs. (13 districts)
- supporting healthy life styles for students and staff. This strategy encompasses supplementing the health curriculum, offering extra-curricular activities, and increasing the counseling services. (13 districts)
- revising high school graduation requirements and course offerings. Districts are expanding course offerings via distance delivery opportunities for additional courses. Demonstration of basic competencies are required. (12 districts)
- utilizing technology in the education process. Teachers are being encouraged to use the available technology to support teaching strategies and the curriculum. Students are being given the opportunity to use the available technology. (11 districts)

Summary of Measurement Tools

AS 14.03.120 (a)(3) requires each district to include means of measuring the achievement of the district's goals. Districts are using both student outcomes and program outcomes to determine if their stated goals have been met.

This year school districts are using four of last year's five student outcomes to measure accomplishment of the student performance goals. These measures include: 1) test scores; 2) student demonstrated performance; 3) student portfolios; and 4) student completion of a graduation project.

Measurement of program outcomes will be determined by use of: 1) completion of proposed projects by districts; 2) district implementation of proposed programs; and 3) records of rates of participation in district activities.

Measures of student outcomes will be discussed first, followed by measures of program outcomes. The number of districts using each measurement tool appears in parenthesis.

Student Outcomes

Districts are measuring accomplishment of their goals by:

- examining test scores to measure the goal. Students are being required to demonstrate achievement of basic competencies and improve performance in specific subjects on norm-referenced tests. (19 districts)
- the number of seniors meeting the graduation requirements. (17 districts)
- evaluating student performances, projects, observations, portfolios, display of student work, evaluation of student performance by outsiders, and direct writing assessment. (15 districts)

Program Outcomes:

Districts are measuring the accomplishment of their goals by:

- evaluating rates of participation by students, staff, and community members. They are documenting the number of referrals, results of evaluations, and increases in participation from previous years. (34 districts)
- evaluating the completion of projects and reports as identified in their goals and strategies. They are adopting specific student outcomes, adopting curriculums, and developing materials. (29 districts)
- determining if programs have been implemented as stated. Districts are implementing programs in staff development, technology, parent involvement, and new hiring practices. (27 districts)
- establishing assessment programs. Districts are aligning their assessment programs which include norm-referenced tests, portfolios, direct writing assessment, and student demonstrations to the curriculum. Some districts are tying their assessment programs to Outcome and Competency-based Education programs. (14 districts)

Summary of Participation

Pursuant to AS 14.03.120(c), each district shall make efforts to encourage students, parents, teachers, and other members of the community to participate in the preparation of the education plan. In most district there is a history of community involvement and a process already in place to insure that the community has an integral part in the planning process. Many districts have provided several opportunities over a period of time for people to participate. In this, the third year that districts have been required to submit an education plan outlining participation, there continues to be a wide diversity of approaches to meet the needs of individual communities. In some instances districts embarked on a major initiative to solicit input on a long-range education plan during the 1992-93 school year, this year they conducted a review process which involved fewer people.

The number of districts using each means of participation appears in parenthesis.

Districts provided opportunities for participation by:

- inviting comment during regularly scheduled school board and advisory school board meetings. (21 districts)
- continuing to use staff and administrator meetings to discuss and review the education plan. (20 districts)
- utilizing the review process and action teams as part of their strategic planning. (11 districts)
- continuing to work within existing committees and organizations. (7 districts)

Appendix A

1992-93 Staff FTE, Salaries and Pupil:Teacher Ratio
Adak - Kuspuk

	Total FTE						Average Salary					
	Classroom Teachers	All Teachers [2]	Instructional Aides [3]	Building Administrators	Central Office Staff	Specialists	Classroom Teachers	All Teachers	Building Administrators	Central Office Staff	Specialists	Pupil:Teacher Ratio [4]
Adak Region	39.0	41.0	3.2	1.5	1.5	5.0	49,599	48,259	70,000	82,000	50,700	16.6:1
Alaska Gateway	36.1	38.1	14.3	2.7	2.0	2.5	48,166	49,133	67,500	77,894	51,538	13.4:1
Aleutian Region [1]	4.0	4.0	1.4	0.0	0.0	0.0	51,448	51,448	0	0	0	5.8:1
Aleutians East	39.4	39.4	4.7	3.1	3.0	3.2	43,782	43,782	62,504	69,682	49,790	9.9:1
Anchorage	2,459.3	2,468.3	456.0	114.0	8.0	374.3	45,878	47,661	68,897	84,147	49,776	17.9:1
Annette Island	32.7	32.7	9.0	2.4	1.6	3.9	42,170	42,170	79,642	80,981	51,937	12.2:1
Bering Strait	134.0	140.5	79.1	18.0	11.0	6.5	40,189	39,014	63,222	77,641	51,468	10.5:1
Bristol Bay	23.9	23.9	7.0	1.1	2.0	2.0	42,102	42,102	62,940	65,630	41,712	11.1:1
Chatham	33.3	39.8	14.5	1.5	2.0	2.3	41,183	44,722	56,105	71,230	47,792	8.8:1
Chugach	12.0	13.0	6.6	1.0	1.0	.07	40,922	41,050	50,911	83,000	41,171	10.2:1
Copper River	40.5	44.5	12.5	3.5	1.3	3.2	43,336	46,549	65,687	68,000	45,933	13.7:1
Cordova	34.5	34.5	7.8	1.5	1.5	1.0	49,077	49,077	76,259	66,123	52,777	14.6:1
Craig	19.5	19.5	6.0	0.8	2.0	1.0	44,079	44,079	60,380	64,395	43,684	18.3:1
Delta/Greely	60.1	61.1	12.2	3.0	2.0	5.0	44,800	41,657	59,876	74,450	49,753	15.7:1
Denali	28.0	28.5	3.4	7.0	2.0	0.5	43,631	34,619	66,510	70,894	54,948	13.0:1
Dillingham	42.9	42.9	6.0	3.0	2.5	5.0	47,805	47,805	63,595	68,341	48,564	11.4:1
Fairbanks	856.8	862.8	133.8	39.0	11.0	119.9	46,366	46,837	65,035	74,819	44,732	17.7:1
Galena	15.3	15.3	2.4	0.5	1.0	1.0	43,961	43,961	59,134	73,000	42,484	8.4:1
Haines	29.9	30.9	4.5	2.0	1.0	2.6	42,598	47,990	62,725	70,098	49,827	14.0:1
Hoonah	20.8	20.8	6.0	1.0	1.0	1.2	45,721	45,721	60,570	75,000	49,939	12.3:1
Hydaburg	13.5	13.5	3.0	0.6	1.5	0.0	38,515	38,515	50,967	59,000	0	8.6:1
Iditarod	38.4	38.4	10.6	4.7	1.5	1.3	47,269	47,269	62,676	57,512	53,357	10.9:1
Juneau	311.5	311.5	78.7	12.0	6.0	42.5	50,540	50,540	69,205	76,315	53,786	17.4:1
Kake	15.8	16.0	4.0	1.0	1.0	1.0	42,767	44,249	52,000	65,000	46,083	11.2:1
Kashunamiut	15.2	15.2	6.4	0.7	1.2	1.0	42,341	42,341	74,175	82,663	51,970	12.6:1
Kenai	576.8	578.8	88.2	36.0	16.7	71.0	45,389	48,522	66,006	63,708	51,014	16.6:1
Ketchikan Gateway	140.7	153.0	19.0	8.0	4.0	16.0	46,869	47,170	66,827	72,806	52,951	17.6:1
Klawock	16.1	17.1	2.3	1.0	1.3	1.0	48,639	49,878	53,966	67,047	41,177	12.1:1
Kodiak Island	156.8	156.8	51.0	10.1	4.0	15.0	46,845	46,845	66,353	77,080	51,639	16.6:1
Kuspuk	38.5	43.3	15.0	4.7	2.0	4.0	44,801	46,848	63,046	80,468	53,931	9.9:1

Notes:
1 Aleutian Region shares administrative services with Unalaska.
2 The category of All Teachers includes classroom teachers, visiting teachers, head teachers and remedial specialists. The same FTE values for classroom teachers and all teachers indicates there are only classroom teachers for this district. Category definitions are found in the Glossary.
3 Salary information is not collected for this classification.
4 Pupil:Teacher Ratio is calculated by dividing the average daily membership as reported on the foundation report by the FTE of all teachers.

1992-93 Staff FTE, Salaries and Pupil:Teacher Ratio
Lake and Peninsula - Yupiit, State Operated Schools and Statewide Totals

	Total FTE						Average Salary					Pupil:Teacher Ratio[4]
	Classroom Teachers	All Teachers[2]	Instructional Aides[3]	Building Administrators	Central Office Staff	Specialists	Classroom Teachers	All Teachers	Building Administrators	Central Office Staff	Specialists	
Lake & Peninsula	41.3	51.5	16.0	7.5	4.5	8.5	40,039	43,133	54,976	82,276	52,493	9.0:1
Lower Kuskokwim	208.5	209.5	123.6	23.0	8.0	25.0	48,464	51,415	72,090	77,223	55,392	13.8:1
Lower Yukon	126.9	126.9	83.0	11.2	8.0	14.0	48,039	48,039	70,697	72,227	50,685	12.0:1
Mat-Su	619.2	619.2	97.0	30.7	7.0	84.0	45,020	45,020	66,919	80,986	45,881	17.2:1
Nenana	19.0	19.0	5.2	1.0	1.0	1.0	44,037	44,037	49,659	65,000	48,732	10.5:1
Nome	51.7	51.7	12.7	4.0	1.7	4.7	48,238	48,238	64,606	66,339	49,224	14.1:1
North Slope	138.3	138.3	88.0	13.0	4.0	17.8	53,467	53,467	91,718	107,237	63,288	10.9:1
NorthwestArctic	126.5	127.5	73.5	13.0	5.5	15.0	45,232	51,696	71,573	76,101	55,978	13.6:1
Pelican	5.5	5.5	1.6	0.0	0.8	0.7	42,944	42,944	0	55,000	45,687	8.6:1
Petersburg	43.6	43.6	14.0	2.0	1.6	3.3	46,472	46,472	63,074	68,073	51,692	16.2:1
Pribilof	16.6	16.6	6.5	0.1	1.0	0.0	44,840	44,840	41,770	87,000	0	9.5:1
Saint Marys	16.0	16.6	4.0	0.0	1.0	0.8	40,217	36,141	0	82,500	41,273	5.9:1
Sitka	106.3	108.3	22.0	5.0	3.0	7.0	45,348	46,669	67,099	61,965	49,968	17.2:1
Skagway	13.7	13.7	1.4	0.0	1.0	0.2	39,660	39,660	0	64,000	48,382	11.2:1
Southeast Island	36.6	43.6	29.5	2.7	3.2	4.8	44,499	44,763	56,122	77,520	53,386	9.6:1
Southwest Region	41.7	41.7	19.3	4.8	3.0	11.5	47,093	47,093	64,664	76,997	54,965	11.8:1
Tanana	8.5	8.5	2.0	1.0	0.6	0.6	48,752	48,752	67,491	75,378	54,106	11.5:1
Unalaska	24.5	24.5	6.7	1.0	1.0	1.0	41,550	41,550	65,500	85,000	52,250	13.5:1
Valdez	57.7	60.7	15.0	3.0	1.0	6.2	48,990	52,490	71,020	89,529	58,550	14.9:1
Wrangell	36.2	36.2	11.0	2.0	1.0	2.0	44,292	44,292	61,719	70,000	50,636	14.4:1
Yakutat	14.2	14.2	5.5	0.0	1.0	0.6	41,872	41,872	0	68,000	40,842	9.7:1
Yukon Flats	39.5	41.5	23.0	5.0	2.0	1.0	43,810	44,118	59,720	84,628	46,901	9.4:1
Yukon/Koyukuk	49.0	54.0	16.3	5.6	5.0	7.0	43,966	45,214	66,213	80,600	47,883	10.8:1
Yupiit	30.0	30.5	28.5	3.5	3.0	4.0	39,919	45,959	61,333	72,780	43,754	12.0:1
District Totals	**7,155.7**	**7,247.8**	**1,773.5**	**424.3**	**165.3**	**913.2**	**46,018**	**46,031**	**67,548**	**74,848**	**49,769**	**16.5:1**
Alyeska Central	22.0	22.0	0.0	2.0	1.0	2.0	46,843	46,843	58,206	74,988	40,148	103.7:1
Mt. Edgecumbe	14.0	14.0	1.0	1.0	2.0	4.0	45,470	45,470	72,720	73,876	44,182	19.1:1
Statewide Totals	**7,191.7**	**7,283.8**	**1,774.5**	**427.3**	**168.3**	**919.2**	**46,019**	**46,032**	**67,516**	**74,835**	**49,724**	**16.4:1**

Notes:
2 The category of All Teachers includes classroom teachers, visiting teachers, head teachers and remedial specialists. The same FTE values for classroom teachers and all teachers indicates there are only classroom teachers for this district. Category definitions are found in the Glossary.
3 Salary information is not collected for this classification.
4 Pupil:Teacher Ratio is calculated by dividing the average daily membership as reported on the foundation report by the FTE of all teachers.

Appendix B

1992-93 Operating Revenues and Area Cost Differential
Adak - Kuspuk

	Foundation		Local Sources		P.L. 874		Other (State)		Other (Federal)		Total Revenue	Area Cost Diff.
	Dollars	%*	Dollars	%*	Dollars	%*	Dollars	%*	Dollars	%*	Dollars	
Adak Region	1,952,323	37.3	194,492	3.7	2,847,551	54.4	242,000	4.6	0	0.0	5,236,366	1.27
Alaska Gateway	4,611,281	84.3	111,283	2.0	710,988	13.0	40,000	0.7	0	0.0	5,473,552	1.19
Aleutian Region	663,039	77.7	31,645	3.7	108,661	12.7	49,600	5.8	0	0.0	852,945	1.31
Aleutians East	3,618,159	70.9	556,710	10.9	930,098	18.2	326	0.0	0	0.0	5,105,293	1.31
Anchorage	175,788,880	63.8	67,427,237	24.5	23,629,413	8.6	8,307,139	3.0	248,102	0.1	275,400,771	1.00
Annette Island	1,359,974	38.7	108,118	3.1	1,867,100	53.2	11,381	0.3	165,373	4.7	3,511,946	1.03
Bering Strait	13,625,110	65.3	890,464	4.3	6,329,305	30.4	452	0.0	3,089	0.0	20,848,420	1.39
Bristol Bay	1,593,634	52.8	1,000,547	33.2	421,832	14.0	0	0.0	0	0.0	3,016,013	1.27
Chatham	2,626,528	63.1	60,457	1.5	1,292,963	31.1	37,665	0.9	142,839	3.4	4,160,452	1.03
Chugach	1,668,853	86.4	17,543	0.9	241,882	12.5	0	0.0	3,414	0.2	1,931,692	1.14
Copper River	5,197,601	95.7	64,836	1.2	169,737	3.1	0	0.0	0	0.0	5,432,174	1.14
Cordova	2,598,758	68.1	649,223	17.0	31,539	0.8	534,728	14.0	0	0.0	3,814,248	1.11
Craig	2,061,843	77.8	357,119	13.5	28,823	1.1	202,214	7.6	0	0.0	2,649,999	1.03
Delta/Greely	5,076,916	76.6	103,797	1.6	1,444,252	21.8	0	0.0	0	0.0	6,624,965	1.16
Denali	3,287,628	98.0	28,140	0.8	36,935	1.1	3,505	0.1	0	0.0	3,356,208	1.23
Dillingham	3,388,091	71.3	713,693	15.0	611,941	12.9	36,150	0.8	0	0.0	4,749,875	1.27
Fairbanks	61,606,155	58.4	24,267,771	23.0	19,048,780	18.1	629,401	0.6	0	0.0	105,552,107	1.04
Galena	1,240,191	54.2	269,835	11.8	593,900	25.9	186,462	8.1	0	0.0	2,290,388	1.30
Haines	2,199,098	68.3	939,555	29.2	26,151	0.8	55,375	1.7	0	0.0	3,220,179	1.05
Hoonah	1,922,110	62.0	553,363	17.9	433,064	14.0	192,283	6.2	0	0.0	3,100,820	1.08
Hydaburg	1,038,708	81.9	70,422	5.6	28,488	2.3	130,797	10.3	0	0.0	1,268,415	1.03
Iditarod	4,811,375	73.6	367,526	5.6	1,084,985	16.6	273,985	4.2	0	0.0	6,537,871	1.33
Juneau	22,819,062	65.1	12,012,031	34.3	28,268	0.1	197,836	0.6	0	0.0	35,057,197	1.00
Kake	1,385,877	64.3	219,530	10.2	538,715	25.0	10,479	0.5	0	0.0	2,154,601	1.03
Kashunamiut	1,406,979	60.3	51,871	2.2	694,920	29.8	180,600	7.7	0	0.0	2,334,370	1.33
Kenai	40,428,798	60.3	26,240,523	39.1	143,985	0.2	282,113	0.4	0	0.0	67,095,419	1.00
Ketchikan Gateway	9,809,783	59.1	6,653,412	40.1	34,987	0.2	110,172	0.7	0	0.0	16,608,354	1.00
Klawock	1,579,561	68.1	142,525	6.2	496,219	21.4	100,878	4.4	0	0.0	2,319,183	1.03
Kodiak	12,630,966	63.3	3,656,287	18.3	3,126,996	15.7	538,984	2.7	0	0.0	19,955,233	1.09
Kuspuk	4,617,307	69.8	33,340	0.5	1,927,840	29.1	5,529	0.1	31,622	0.5	6,615,638	1.33

Notes: * The % columns represent the percent of the total revenue.

1992-93 Operating Revenues and Area Cost Differential
Lake and Peninsula - Yupiit, State Operated Schools and Statewide Totals

	Foundation		Local Sources		P.L. 874		Other (State)		Other (Federal)		Total Revenue	Area Cost Diff.
	Dollars	%*	Dollars	%*	Dollars	%*	Dollars	%*	Dollars	%*	Dollars	
Lake & Peninsula	6,338,113	65.7	1,411,785	14.6	1,898,312	19.7	0	0.0	0	0.0	9,648,210	1.31
Lower Kuskokwim	28,698,775	75.6	516,994	1.4	8,334,655	22.0	0	0.0	400,648	1.1	37,951,072	1.42
Lower Yukon	11,199,661	62.9	420,427	2.4	6,199,888	34.8	0	0.0	0	0.0	17,819,976	1.35
Mat-Su	49,839,627	72.4	18,893,131	27.5	34,963	0.1	57,798	0.1	0	0.0	68,825,519	1.00
Nenana	1,649,461	83.5	78,240	4.0	3,913	0.2	244,301	12.4	0	0.0	1,975,915	1.20
Nome	4,890,488	81.3	702,972	11.7	58,083	1.0	366,032	6.1	0	0.0	6,017,575	1.34
North Slope	8,569,971	24.4	21,159,241	60.2	5,413,742	15.4	0	0.0	0	0.0	35,142,954	1.45
Northwest Arctic	14,607,530	67.1	2,674,165	12.3	4,007,099	18.4	472,343	2.2	0	0.0	21,761,137	1.45
Pelican	563,326	82.8	57,424	8.4	0	0.0	59,312	8.7	0	0.0	680,062	1.08
Petersburg	3,018,807	67.1	1,240,212	27.6	21,288	0.5	220,551	4.9	0	0.0	4,500,858	1.00
Pribilof	1,489,079	66.3	48,808	2.2	694,919	30.9	14,051	0.6	0	0.0	2,246,857	1.30
Saint Marys	1,190,765	56.3	35,683	1.7	260,787	12.3	627,800	29.7	0	0.0	2,115,035	1.30
Sitka	7,164,904	65.3	3,492,235	31.8	282,584	2.6	29,476	0.3	0	0.0	10,969,199	1.00
Skagway	928,189	64.9	390,068	27.3	0	0.0	111,000	7.8	0	0.0	1,429,257	1.05
Southeast Island	4,726,166	85.6	64,355	1.2	698,714	12.7	29,955	0.5	0	0.0	5,519,190	1.04
Southwest Region	5,004,977	68.4	321,507	4.4	1,990,909	27.2	0	0.0	0	0.0	7,317,393	1.31
Tanana	1,071,307	63.8	113,962	6.8	326,028	19.4	168,421	10.0	0	0.0	1,679,718	1.30
Unalaska	1,705,415	57.6	1,095,680	37.0	485	0.0	157,800	5.3	0	0.0	2,959,380	1.27
Valdez	3,518,493	47.1	3,889,447	52.0	66,030	0.9	0	0.0	0	0.0	7,473,970	1.11
Wrangell	2,539,539	69.3	1,066,855	29.1	2,424	0.1	57,499	1.6	0	0.0	3,666,317	1.00
Yakutat	1,181,170	71.3	265,469	16.0	83,102	5.0	126,268	7.6	0	0.0	1,656,009	1.08
Yukon Flats	4,808,955	76.9	190,993	3.1	1,200,202	19.2	54,189	0.9	2,431	0.0	6,256,770	1.46
Yukon/Koyukuk	6,346,524	75.0	122,391	1.5	1,866,821	22.1	128,687	1.5	0	0.0	8,464,423	1.34
Yupiit	3,816,995	67.3	118,835	2.1	1,628,041	28.7	105,643	1.9	0	0.0	5,669,514	1.41
District Totals	**571,482,825**	**63.6**	**206,164,174**	**23.0**	**103,985,307**	**11.6**	**15,391,180**	**1.7**	**997,518**	**0.1**	**898,021,004**	**
Alyeska Central	3,444,100	97.1	0	0.0	0	0.0	103,020	2.9	0	0.0	3,547,120	**
Mt. Edgecumbe	1,665,910	40.7	0	0.0	140,302	3.4	2,288,319	55.9	0	0.0	4,094,531	**
Statewide Totals	**576,592,835**	**63.7**	**206,164,174**	**22.8**	**104,125,609**	**11.5**	**17,782,519**	**2.0**	**997,518**	**0.1**	**905,662,655**	**

Notes: * The % columns represent the percent of the total revenue.

** Not applicable

Appendix C

1992-93 Operating Expenditures
Adak - Kuspuk

	Instruction		Pupil Support		Administration		Operation and Maintenance		Other		Total
	Dollars	%*	Dollars	%*	Dollars	%*	Dollars	%*	Dollars	%*	Dollars
Adak Region	3,093,392	59.1	221,909	4.2	1,020,399	19.5	657,782	12.6	237,441	4.5	5,230,923
Alaska Gateway	2,969,707	54.3	181,235	3.3	1,015,920	18.6	1,105,253	20.2	195,831	3.6	5,467,946
Aleutian Region	395,502	50.6	954	0.1	224,806	28.8	112,971	14.5	47,442	6.1	781,675
Aleutians East	2,664,858	50.5	53,616	1.0	1,299,934	24.6	867,149	16.4	392,611	7.4	5,278,168
Anchorage	168,323,507	64.4	17,180,347	6.6	31,237,697	12.0	37,848,372	14.5	6,791,422	2.6	261,381,345
Annette Island	1,928,815	53.9	209,072	5.9	766,018	21.4	372,320	10.4	300,602	8.4	3,576,827
Bering Strait	10,163,684	48.3	525,367	2.5	3,134,534	14.9	5,707,058	27.1	1,518,627	7.2	21,049,270
Bristol Bay	1,590,080	49.9	109,879	3.5	461,467	14.5	648,841	20.4	378,594	11.9	3,188,861
Chatham	2,660,861	58.9	159,252	3.5	838,902	18.6	611,862	13.6	246,314	5.5	4,517,191
Chugach	1,036,422	54.5	24,488	1.3	406,035	21.4	360,880	19.0	74,062	3.9	1,901,887
Copper River	3,239,449	59.1	102,955	1.9	904,556	16.5	1,105,384	20.2	133,068	2.4	5,485,412
Cordova	2,366,956	62.2	103,045	2.7	559,234	14.7	635,036	16.7	140,519	3.7	3,804,790
Craig	1,484,067	57.3	38,138	1.5	371,616	14.4	290,212	11.2	405,893	15.7	2,589,926
Delta/Greely	3,994,281	61.7	224,497	3.5	1,117,156	17.2	925,203	14.3	217,151	3.4	6,478,288
Denali	2,016,253	56.7	192,327	5.4	613,738	17.3	584,772	16.5	146,977	4.1	3,554,067
Dillingham	2,980,687	61.7	232,107	4.8	749,483	15.5	639,890	13.3	228,376	4.7	4,830,543
Fairbanks	61,235,026	65.3	5,613,413	6.0	11,848,476	12.6	13,028,431	13.9	2,002,490	2.1	93,727,836
Galena	910,405	41.6	46,035	2.1	404,552	18.5	536,789	24.5	290,547	13.3	2,188,328
Haines	2,014,278	61.3	165,383	5.0	450,793	13.7	499,670	15.2	153,438	4.7	3,283,562
Hoonah	1,517,804	47.4	100,245	3.1	432,158	13.5	786,174	24.5	367,838	11.5	3,204,219
Hydaburg	717,780	56.5	8,929	0.7	209,409	16.5	221,646	17.4	112,872	8.9	1,270,636
Iditarod	3,057,971	50.9	0	0.0	1,395,965	23.2	1,367,993	22.8	189,513	3.2	6,011,442
Juneau	23,664,317	67.5	2,832,158	8.1	4,156,134	11.9	3,700,415	10.6	712,700	2.0	35,065,724
Kake	1,061,267	49.0	45,099	2.1	481,461	22.2	371,256	17.1	206,980	9.6	2,166,063
Kashunamiut	996,197	47.2	37,959	1.8	370,372	17.6	396,759	18.8	309,350	14.7	2,110,637
Kenai	39,445,177	60.8	3,437,174	5.3	7,492,822	11.5	12,968,097	20.0	1,569,534	2.4	64,912,804
Ketchikan Gateway	10,328,149	63.3	1,011,843	6.2	2,017,903	12.4	2,650,282	16.3	303,619	1.9	16,311,796
Klawock	1,267,532	55.0	84,005	3.7	395,249	17.2	370,482	16.1	186,464	8.1	2,303,732
Kodiak Island	11,146,007	63.4	730,189	4.2	2,308,091	13.1	2,915,216	16.6	484,975	2.8	17,584,478
Kuspuk	3,291,244	59.2	88,150	1.6	962,859	17.3	944,424	17.0	275,261	5.0	5,561,938

Notes: * The % columns represent the percent of the total expenditures.

1992-93 Operating Expenditures
Lake and Peninsula - Yupiit, State Operated Schools and Statewide Totals

	Instruction		Pupil Support		Administration		Operation and Maintenance		Other		Total
	Dollars	%*	Dollars	%*	Dollars	%*	Dollars	%*	Dollars	%*	Dollars
Lake & Peninsula	3,707,508	39.4	405,590	4.3	1,411,183	15.0	2,327,807	24.7	1,555,821	16.5	9,407,909
Lower Kuskokwim	20,327,586	55.6	856,673	2.3	6,247,206	17.1	7,065,327	19.3	2,057,258	5.6	36,554,050
Lower Yukon	8,987,255	53.5	446,822	2.7	2,816,738	16.8	3,857,232	23.0	688,084	4.1	16,796,131
Mat-Su	42,615,472	63.7	4,078,706	6.1	10,406,703	15.6	8,657,909	13.0	1,104,073	1.7	66,862,863
Nenana	1,171,187	57.5	77,029	3.8	407,612	20.0	271,735	13.4	108,544	5.3	2,036,107
Nome	3,577,837	58.7	264,780	4.3	810,669	13.3	1,202,760	19.7	240,195	3.9	6,096,241
North Slope	13,612,281	38.7	1,907,131	5.4	7,756,592	22.1	8,764,487	24.9	3,104,748	8.8	35,145,239
NorthwestArctic	9,789,830	44.2	820,863	3.7	3,576,492	16.2	6,080,872	27.5	1,871,607	8.4	22,139,664
Pelican	381,715	54.4	11,496	1.6	184,820	26.3	97,622	13.9	26,525	3.8	702,178
Petersburg	2,808,556	61.4	229,674	5.0	540,320	11.8	838,747	18.4	154,096	3.4	4,571,393
Pribilof	1,317,801	50.7	0	0.0	453,355	17.4	310,263	11.9	520,139	20.0	2,601,558
Saint Marys	973,229	48.4	113,369	5.6	381,712	19.0	419,039	20.8	124,795	6.2	2,012,144
Sitka	7,284,987	67.4	566,959	5.3	1,399,388	13.0	1,300,857	12.0	256,956	2.4	10,809,147
Skagway	836,035	58.8	13,449	1.0	263,633	18.5	189,633	13.3	120,173	8.4	1,422,923
Southeast Island	3,901,461	69.1	110,136	2.0	584,215	10.4	1,026,588	18.2	22,552	0.4	5,644,952
Southwest Region	3,818,054	53.2	193,939	2.7	1,004,938	14.0	1,712,625	23.9	441,373	6.2	7,170,929
Tanana	764,494	45.9	46,817	2.8	411,007	24.7	398,771	23.9	45,907	2.8	1,666,996
Unalaska	1,561,523	52.8	240,892	8.1	456,186	15.4	513,292	17.3	187,433	6.3	2,959,326
Valdez	4,061,587	52.7	537,578	7.0	890,014	11.6	1,228,693	16.0	983,708	12.8	7,701,580
Wrangell	2,359,104	65.0	185,510	5.1	511,349	14.1	374,983	10.3	198,871	5.5	3,629,817
Yakutat	922,835	55.2	57,105	3.4	294,001	17.6	208,676	12.5	188,803	11.3	1,671,420
Yukon Flats	3,793,422	58.2	0	0.0	562,779	8.6	1,935,085	29.7	225,249	3.5	6,516,535
Yukon/Koyukuk	4,928,922	58.5	481,844	5.7	1,150,186	13.6	1,388,701	16.5	481,356	5.7	8,431,009
Yupiit	2,660,595	48.4	282,288	5.1	1,053,890	19.2	1,244,740	22.7	255,092	4.6	5,496,605
District Totals	**517,724,951**	**60.0**	**45,688,420**	**5.3**	**121,222,727**	**14.1**	**144,647,063**	**16.8**	**33,583,869**	**3.9**	**862,867,030**
Alyeska Central	**	**	**	**	**	**	**	**	**	**	3,546,047
Mt. Edgecumbe	**	**	**	**	**	**	**	**	**	**	4,094,112
Statewide Totals	**517,724,951**	**60.0**	**45,688,420**	**5.3**	**121,222,727**	**14.1**	**144,647,063**	**16.8**	**33,583,869**	**3.9**	**870,507,189**

Notes: * The % columns represent the percent of the total expenditures.
** Data not available for this category.

Appendix D

1992-93 Dollars Per Student*: Revenue Sources and Expenditure Categories
Adak - Kuspuk

	Operating Revenues						Operating Expenditures					
	Foundation	Local Sources	P.L. 874	Other (State)	Other (Federal)	Total Revenues	Instruction	Pupil Support	Administration	Operation and Maintenance	Other	Total Expenditures
Adak Region	2,865	285	4,179	355	0	7,685	4,540	326	1,498	965	348	7,677
Alaska Gateway	9,006	217	1,389	78	0	10,689	5,800	354	1,984	2,158	382	10,679
Aleutian Region	28,828	1,376	4,724	2,157	0	37,085	17,196	41	9,774	4,912	2,063	33,986
Aleutians East	9,254	1,424	2,379	1	0	13,057	6,815	137	3,325	2,218	1,004	13,499
Anchorage	3,970	1,523	534	188	6	6,220	3,801	388	705	855	153	5,903
Annette Island	3,426	272	4,703	29	417	8,846	4,858	527	1,930	938	757	9,010
Bering Strait	9,227	603	4,286	0	2	14,119	6,883	356	2,123	3,865	1,028	14,255
Bristol Bay	6,006	3,771	1,590	0	0	11,366	5,992	414	1,739	2,445	1,427	12,018
Chatham	7,527	173	3,705	108	409	11,923	7,625	456	2,404	1,753	706	12,945
Chugach	12,619	133	1,829	0	26	14,606	7,837	185	3,070	2,729	560	14,381
Copper River	8,550	107	279	0	0	8,936	5,329	169	1,488	1,818	219	9,024
Cordova	5,172	1,292	63	1,064	0	7,591	4,710	205	1,113	1,264	280	7,572
Craig	5,784	1,002	81	567	0	7,434	4,163	107	1,043	814	1,139	7,266
Delta/Greely	5,291	108	1,505	0	0	6,905	4,163	234	1,164	964	226	6,752
Denali	8,896	76	100	9	0	9,082	5,456	520	1,661	1,582	398	9,617
Dillingham	6,942	1,462	1,254	74	0	9,732	6,107	476	1,536	1,311	468	9,898
Fairbanks	4,040	1,591	1,249	41	0	6,921	4,015	368	777	854	131	6,146
Galena	9,655	2,101	4,624	1,452	0	17,831	7,088	358	3,149	4,179	2,262	17,036
Haines	5,087	2,173	60	128	0	7,449	4,659	383	1,043	1,156	355	7,596
Hoonah	7,508	2,162	1,692	751	0	12,113	5,929	392	1,688	3,071	1,437	12,516
Hydaburg	8,970	608	246	1,130	0	10,953	6,198	77	1,808	1,914	975	10,973
Iditarod	11,505	879	2,594	655	0	15,633	7,312	0	3,338	3,271	453	14,375
Juneau	4,216	2,219	5	37	0	6,477	4,372	523	768	684	132	6,478
Kake	7,742	1,226	3,010	59	0	12,037	5,929	252	2,690	2,074	1,156	12,101
Kashunamiut	7,341	271	3,626	942	0	12,180	5,198	198	1,933	2,070	1,614	11,013
Kenai	4,216	2,737	15	29	0	6,997	4,114	358	781	1,352	164	6,770
Ketchikan Gateway	3,647	2,473	13	41	0	6,174	3,839	376	750	985	113	6,064
Klawock	7,677	693	2,412	490	0	11,272	6,161	408	1,921	1,801	906	11,197
Kodiak Island	4,862	1,407	1,204	207	0	7,682	4,291	281	888	1,122	187	6,769
Kuspuk	10,794	78	4,507	13	74	15,466	7,694	206	2,251	2,208	644	13,003

Note: * Dollars per student is calculated by dividing the dollars received or spent for each category by the average daily membership.

1992-93 Dollars Per Student*: Revenue Sources and Expenditure Categories
Lake and Peninsula - Yupiit, State Operated Schools and Statewide Totals

	Operating Revenues						Operating Expenditures					
	Foundation	Local Sources	P.L. 874	Other (State)	Other (Federal)	Total Revenues	Instruction	Pupil Support	Administration	Operation and Maintenance	Other	Total Expenditures
Lake & Peninsula	13,694	3,050	4,101	0	0	20,845	8,010	876	3,049	5,029	3,361	20,326
Lower Kuskokwim	9,945	179	2,888	0	139	13,151	7,044	297	2,165	2,448	713	12,667
Lower Yukon	7,365	276	4,077	0	0	11,719	5,910	294	1,852	2,537	452	11,045
Mat-Su	4,668	1,770	3	5	0	6,446	3,991	382	975	811	103	6,262
Nenana	8,260	393	20	1,226	0	9,919	5,879	387	2,046	1,364	545	10,221
Nome	6,718	966	80	503	0	8,266	4,915	364	1,114	1,652	330	8,375
North Slope	5,683	14,030	3,590	0	0	23,303	9,026	1,265	5,143	5,812	2,059	23,304
Northwest Arctic	8,411	1,540	2,307	272	0	12,529	5,637	473	2,059	3,501	1,078	12,747
Pelican	11,986	1,222	0	1,262	0	14,469	8,122	245	3,932	2,077	564	14,940
Petersburg	4,274	1,756	30	312	0	6,372	3,976	325	765	1,187	218	6,471
Pribilof	9,395	308	4,384	89	0	14,176	8,314	0	2,860	1,957	3,282	16,414
Saint Marys	12,184	365	2,668	6,424	0	21,642	9,958	1,160	3,906	4,288	1,277	20,589
Sitka	3,855	1,879	152	16	0	5,903	3,920	305	753	700	138	5,816
Skagway	6,067	2,549	0	725	0	9,342	5,464	88	1,723	1,239	785	9,300
Southeast Island	11,307	154	1,672	72	0	13,204	9,334	263	1,398	2,456	54	13,505
Southwest Region	10,452	671	4,158	0	0	15,281	7,973	405	2,099	3,577	922	14,975
Tanana	10,932	1,163	3,327	1,719	0	17,140	7,801	478	4,194	4,069	468	17,010
Unalaska	5,165	3,318	1	478	0	8,962	4,729	730	1,382	1,554	568	8,962
Valdez	3,881	4,290	73	0	0	8,244	4,480	593	982	1,355	1,085	8,495
Wrangell	4,891	2,055	5	111	0	7,061	4,544	357	985	722	383	6,991
Yakutat	8,622	1,938	607	922	0	12,088	6,736	417	2,146	1,523	1,378	12,200
Yukon Flats	12,399	492	3,095	140	6	16,132	9,781	0	1,451	4,989	581	16,802
Yukon/Koyukuk	10,855	209	3,193	220	0	14,478	8,431	824	1,967	2,375	823	14,421
Yupiit	10,401	324	4,436	288	0	15,448	7,250	769	2,872	3,392	695	14,977
District Average	**4,899**	**1,767**	**891**	**132**	**9**	**7,698**	**4,438**	**392**	**1,039**	**1,240**	**288**	**7,397**
Alyeska Central	2,445	0	0	91	0	2,536	**	**	**	**	**	2,536***
Mt. Edgecumbe	6,216	0	524	8,539	0	15,278	**	**	**	**	**	15,278
Statewide Average	**4,837**	**1,767**	**891**	**149**	**9**	**7,598**	**	**	**	**	**	**7,303**

Note: * Dollars per student is calculated by dividing the dollars received or spent for each category by the average daily membership.

** Data not available for this category

*** Calculation based upon funds received for regular program.

Appendix E - Statewide Testing Program Description

Program Description
Test Used

The standardized achievement test administered in the 1992-93 Alaska Statewide Student Assessment Program was the Iowa Test of Basic Skills (ITBS) Form G. A standardized achievement test is one that has been administered using specific directions under specific conditions to a representative sample of students across the nation. This is referred to as the standardization sample. Scores resulting from the standardized administration become the norms that permit users to compare the performance of a particular pupil or group of pupils with that of typical pupils nationally of the same age and grade.

The norms on which the results in this report are based represent national performance during the 1985 school year. To permit fair comparisons to the original norm group, it is expected that all Alaska students were tested under the same administrative conditions as the original norm group.

The 1992-93 school year was the fourth year of the Alaska Statewide Student Assessment Program. In 1988 a competitive proposal process was used to select the standardized test to meet the regulatory requirements of 4 ACC 06.710. The test selected and administered was the Iowa Test of Basic Skills (ITBS), Form G, which is published by the Riverside Publishing Company in Chicago. This test was judged to best meet the standards used in the review process.

State regulations require that the test selected be used for a minimum of six consecutive years.

4 ACC 06.710 requires student assessment in the areas of reading, language arts, and mathematics. On the ITBS, the test of **reading** asks students to read a paragraph, story or poem and then answer questions about what they have read.

The ITBS **mathematics** test is comprised of three subtests: *computation, concepts, and problem solving*. The *computation* subtest includes items that ask students to add, subtract, multiply, or divide numbers. This subtest asks students to answer the items within a limited time period, testing accuracy as well as speed. The *concepts* subtest includes items that test how well students understand the number system and terms used in mathematics. The *problem solving* subtest includes items that ask students to read a short story problem and choose the correct answer.

The ITBS **language arts** test is comprised of four subtests: *spelling, capitalization, punctuation,* and *usage and expression*. The *spelling* subtest includes items that ask students to choose words that are misspelled. The *capitalization* subtest includes items that ask students to identify words that should be capitalized (for example, names, titles, dates, and holidays). The *punctuation* subtest includes items that assess students' ability to use commas, question marks, periods, and other punctuation. The *usage and expression* subtest includes items that ask students to demonstrate their skills in using pronouns, verbs, adjectives, and other parts of speech.

Table 12 shows the subjects, subtests, and number of items for each grade tested with the ITBS.

Table 12
Number of Items
by Subtest, Subjects and Grades

Subjects/Subtests	Grades		
	4	6	8
Reading	49	56	58
Mathematics			
Concepts	32	39	42
Problem Solving	26	29	32
Computation	37	41	43
Language Arts			
Spelling	36	41	41
Capitalization	29	30	32
Punctuation	29	30	32
Usage/Expression	36	40	43

Other Reports

4 ACC 06.770 requires that, "the Commissioner shall make the district, school, classroom and individual results available to local school districts." Accordingly, in addition to this statewide report, 11 other reports have been prepared and distributed as part of the Alaska Statewide Student Assessment Program. These eleven reports have been targeted to five general audiences: 1) students, 2) parents/guardians, 3) teachers, 4) building administrators, and 5) district administrators. The reports and their audiences are listed below:

1. *List Report of Pupil Scores:* For teachers, a list of all students taking the test and their scores.

2. *Student Press-On Label:* For teachers, students and parents/guardians, a summary of an individual student's test results.

3. *Pupil Profile Narrative:* For students, parents/guardians, and teachers, a non-technical explanation of an individual student's test results. This report includes both a simple narrative and a simple graphic description of a student's strengths and weaknesses.

4. *Group Item Performance Record:* For teachers, principals, and district staff, the percent of items correct for a class, school, district, and the nation. These results are organized by specific subtest areas such as "use of a comma" or "use of verbs."

5. *Criterion-Referenced Skills Analysis:* For teachers, principals, and district staff, scores are organized by subtests and subskill areas. This report compares a class, school, and district percent correct with one another and with national averages.

6. *Ranked List by Subtest:* For principals and district staff, a listing of all students ranked by their subtest scores.

7. *Class, Building and System Summaries:* For teachers, principals and district staff summaries of the test results including average percentile scores and the percent students scoring in each quartile.

8. *Frequency Distribution:* For district staff, the number of students scoring at each national percentile rank for each subtest area and the local district percentile rank those scores represent.

9. *Student Questionnaire Response:* For teachers, the number and percentages of students responding to each option on the student questionnaire. For principals and district staff, the information above plus the corresponding achievement levels for each response option. For example, the average reading performance of students who report they watch more than 3 hours of TV each day or who report doing more than 2 hours of homework each day is reported.

10. *School Questionnaire Responses:* For district staff, the number and percentages of principals responding to each option of the building questionnaire and the corresponding average achievement levels.

11. *Report of Building and District Averages:* For district staff, a summary of average scores for all the grades tested in a building and district.

Appendix F - Superintendent's List

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* signifies REAAs

revised 10/14/93

Administrative Expenditures

Expenses that pertain to the activities of both school and district administration. At the school level, it includes the activities performed by the principal, assistant principal and other assistants in general supervision of administrative operations of the school. At the district level, it includes administration of the schools and the school system, as well as activities relating to school board matters. It should be noted that the Chart of Accounts allows for program administration expenses to be charged to other function codes in addition to the school and district administration function codes.

Adults with high school diploma

Percent of persons 25 and over completing four years high school or more from the 1990 Census.

Alaska Native/American Indian

A person having origins (ancestry) in any of the original peoples of North America, who maintains cultural identification through tribal affiliation or community recognition.

All Teachers

This term refers to a summary of those certified teachers including visiting teachers, in remedial or consulting roles to meet special student needs in classrooms, and in a teaching capacity as a head teacher. Information reported is on a full-time equivalent basis.

Area Cost Differential

A multiplier factor as shown in AS 14.17.051 to adjust a school district's instructional units for cost differentials between school districts. Factors vary between 1.0 and 1.46, depending usually on remoteness of the district.

Asian or Pacific Islander

A person having origins (ancestry) in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent.

Average Daily Membership - see student enrollment

Bilingual/Bicultural Students

Students who are determined by a district to be bilingual as defined by 4 AAC 34.050.

Black, not of Hispanic Origin

A person having origins (ancestry) in any of the Black racial groups of Africa.

Building Administrators

Principals and assistant principals are in this category along with head teachers that spend some portion of their time on administrative duties.

Central Office Staff

District personnel that provide administrative services for the school district. Examples of central office staff are superintendents, assistant superintendents, directors, managers, and administrative assistants. Contact the Office of Data Management for a complete listing by job code.

Chapter I Students

Students whose educational attainment is below the level appropriate for children of their age as defined by 34 CFR Part 200, U.S. Department of Education Regulations. These students represent the number served by District Chapter I programs.

Glossary of Terms

Classroom Teacher

A regular, certified classroom instructor under contract to a state recognized school district to provide formal instruction within a specified time period.

Cohort Rate

One type of dropout rate that measures what happens to a single group (or cohort) of students over a period of time.

District Characteristics

Background information on each school district. Information is gathered from both state and federal sources.

Dropout

An individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed a state or district approved educational program, and does not meet any of the following exclusionary conditions:

a. transfer to another public school district, private school, or state- or district-approved education program,
b. temporary absence due to suspension or school-approved illness, or
c. death.

Enrollment

A count of how many students are actively registered as of October 1 of each school year.

Ethnicity

Student ethnicity extracted from the annual Student Ethnicity and Enrollment Report prepared by individual districts.

Event Rate

One type of dropout rate that measures the proportion of students who drop out in a single year without completing high school. This is also called the annual rate.

Foundation Revenues

Revenues accruing to the school district from the state and based on a formula that guarantees each district $60,000 per instructional unit, taking into consideration revenue from federal sources and local contributions.

Full-Time Equivalent (students)

The number of classes in which a student is receiving instruction divided by the number of class periods in a day. This measurement is expressed as a decimal fraction to the nearest tenth.

Full-Time Equivalent (teachers)

That portion of the total teaching assignment for an individual teacher allocated to a particular subject matter. It is derived by dividing the amount of employed time normally required of a staff member to perform a less than full-time assignment divided by the amount of time normally required in performing a corresponding full-time assignment. For example, if a teacher is employed full time, the FTE is 1.0. If a teacher is employed half time, the FTE is .5. This measure of time is expressed as a decimal fraction to the nearest tenth.

Funding Communities

Each school district is divided into funding communities by attendance centers, a financial reporting entity as defined in 4 AAC 09.005 that gives consideration to centralization and to grade levels involved. In this report, district operated correspondence study programs are listed as separate funding communities although according to state law they are assigned to the funding community with the highest Average Daily Membership. The total count of funding communities appearing in the " District Characteristics " section does not include the correspondence programs.

Gifted Students

Students identified as exceptional as defined in AS 14.30.350(3)(c), determined eligible under 4 AAC 52.130, and warranting special advanced instruction as required in 4 ACC 52.140, and reported for Foundation funding.

Governance

System of government at the local level as provided for in the Alaska Constitution. Currently, there are three unified home rule governments, eleven organized boroughs, one hundred forty-nine incorporated communities, one community organized under federal law, and twenty-one Regional Education Attendance Areas. School districts have been established in each of the municipalities, boroughs, REAA's and nineteen of the incorporated communities.

High School Graduates

Students receiving a high school diploma or a certificate of completion during the school year.

Hispanic

A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin (ancestry), regardless of race.

Instructional Aides

Staff members assigned to assist a teacher in activities requiring minor decisions regarding students and in such activities as monitoring, conducting rote exercises, operating equipment and record keeping.

Instructional Expenditures

Instructional Expenditures include those operating expenses for: Regular Instruction, Vocational Education, Correspondence Study, Special Education, Gifted and Talented Education, and Bilingual-Bicultural Education. As compiled from annual audits, this category excludes categorical grant funds restricted in use.

Instructional Units

Basic unit of measure upon which the state School Foundation Program funding is based and calculated from student Average Daily Membership identified for grade levels K through 12, with additional weighting for vocational, special education, gifted/talented, and bilingual programs and adjusted by the area cost differential, according to AS 14.17.041-47.

Local Sources Revenue

Revenue collected by cities and boroughs and appropriated to the school board for school purposes and revenue produced within the school system for school purposes. The city and borough school districts are, under state law, required to contribute the lesser amount of: (1) the equivalent of funds generated by a four mill tax levy based on the full and true value of the taxable real and personal property in the school district; or (2) thirty-five percent of a school district's basic need for the preceding school year.

Median Family Income

Income by family derived from the 1990 Census and updated on an annual basis with Bureau of the Census income data and Department of Commerce employment and earnings data. Family is defined as 2 or more persons related by blood or marriage. Median income is the amount that divides the distribution of families into two equal groups, one having incomes above the median and the other having incomes below the median.

Migrant Education Students

Students who within the last six years have moved across school district boundaries because their parents are involved in seasonal or temporary employment in fishing, logging or agriculture activities as defined in 34 CFR Part 201. Migrant numbers in this report are unduplicated counts of migrant students served by the Migrant Education program.

Operation and Maintenance

Expenses of plant facilities, which includes such items as utilities, janitorial services, painting, and repairs.

Other Expenditures

Expenses relating to Community Services, Tuition, Fund Transfers and Pupil Activities.

Glossary of Terms

Other (Federal) Revenue
Federal revenue other than PL 874 revenue such as indirect cost revenue for administration of grants.

Other (State) Revenue
State revenues that cannot be classified in the nine other state revenue categories as described in the Uniform Chart of Accounts and include such items as legislative grants.

Per Capita Income
The total personal income of an area divided by the area's resident population (every man, women and child). This information is published on an annual basis by the federal Bureau of Economic Analysis, an agency of the U.S. Department of Commerce.

Percent Unemployment
Annual estimates published by the Alaska Department of Labor by Census Area. School districts are assigned the same figures for the applicable census area.

PL-874 Revenue
Federal funds (Federal Law PL-874, Impact Aid to Education) provided to school districts for children of parents living and/or working on federal property as an "in lieu of local tax" revenue, including land conveyed to Native Corporations under the Alaska Native Claims Settlement Act. Under Federal law the State may deduct a portion of these revenues from the State's aid to school districts as long as the State insures equality in funding to all students across the State.

Population
District population counts are developed by the Alaska Department of Labor based on the 1990 U.S. Census data.

Poverty Level Students
Students who participated in the federal Free and Reduced Lunch Program, as reported to the State Department of Education in November. As not all districts choose to participate in the program, a poverty estimate obtained from Department of Education Chapter I records was used for non-participants, and in some cases supplemented by best estimates supplied by the district.

Pupil:Teacher Ratio
Ratio computed by dividing the student Average Daily Membership by the number of full-time equivalent staff positions in each category.

Pupil Support Expenditures
Expenses incurred in pupil support activities such as school office, health, library, student activities, and usually not related to direct instruction.

Reporting Year
The 12-month period of time beginning with the normal opening of school in the fall. For reporting purposes, the count of students on October 1 is considered the first day of the school year.

Schools
Number of schools located in the district. District correspondence programs and programs where enrollments are counted at other schools are not included.

Special Education
Students who are identified in need of special education assistance as defined in 4 AAC 52.130 and grouped in three Special Education categories: Resources, Self-Contained, and Intensive.

Specialists

Individuals in non-teaching and non-administrative job code positions. They are individuals who perform services of a specialized nature. Examples of this category would be audiologists, physical or occupational therapists, psychologists, nurses, counselors, and librarians. Contact the Office of Data Management for a complete listing by job code.

Square Miles

The area in square miles for each school district is provided by the Department of Community & Regional Affairs. Some districts have included in their totals tidelands and submerged lands seaward to three nautical miles. In certain districts, the perimeter boundary extends even beyond the three mile limit.

Status Rate

One type of dropout rate that measures the proportion of the population who have not completed high school and are not enrolled at one point in time, regardless of when they dropped out.

Student Characteristics

Data reported on students based on number who meet criteria for these classifications: Gifted/Talented, Special Education, Chapter I, Migrant, Bilingual/Bicultural and Below Poverty Level. See specific classification description for criteria.

Student Enrollment

The average of the number of students enrolled over a twenty-day period on a full-time equivalent basis, as specified by AS 14.17.160. It is reported to the department in the district's initial Foundation Report by the end of the second week following the fourth Friday in October and updated at mid-year if the numbers of students increase dramatically. Districts report enrollment for grades K-12 only. This figure is rounded to the nearest whole number.

Summer Dropout

A student who was in attendance at the end of one regular school year, but not in the fall of the next school year.

Transiency Rate

Percent of students transferring into and out of the district.

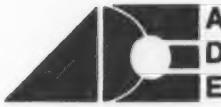
Vocational Education Students

Students in a non-degree secondary school training program that prepares them for entry level employment or advancement in an occupation requiring less than a baccalaureate degree as defined by 4 AAC 51.190.

White, not of Hispanic Origin

A person having origins (ancestry) in any of the original peoples of Europe, North Africa, or the Middle East.

This publication was released by the Department of Education, produced at a cost of $4.65 per copy, to provide the legislature, school districts, state agencies, and the public, a comprehensive summary of the school districts' *1992-93 Education Plans* and summaries of the individual district's *School District Report Card to the Public*, and printed in Juneau, Alaska. This publication is required by AS Sec. 14.03.120(b).



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